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RIE

RESOURCES IN EDUCATION

ED 291 863 — 292 943

EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

Office of Educational Research and Improvement
U.S. DEPARTMENT OF EDUCATION

RIE

RESOURCES IN EDUCATION

ED 291 863 — 292 943

August 1988
Volume 23/Number 8

CONTENTS

Special Announcement(s) ..... Inside Front Cover
Selected Acronyms ii
Library of Congress Cataloging in Publication ii
Introduction iii
Highlights of Special Interest: ERIC Clearinghouse Publications v

DOCUMENT SECTION

Sample Resume viii
Document Resumes 1

INDEX SECTION

Subject Index 171
Author Index 257
Institution Index 275
Publication Type Index 291
Clearinghouse Number /ED Number Cross-Reference Index 315

Thesaurus Additions and Changes 319

How to Order:

ERIC Documents (from the ERIC Document Reproduction Service) 321
— Direct Mail Order to EDRS 325
— Via the Online Vendors 325
Resources in Education (from U.S. Government Printing Office) 327
ERICTAPES/ERICTOOLS (Magnetic Tapes and User Aids) 328

ERIC Price Codes 329

Reproduction Release (Form for Submitting Documents to ERIC) 330

EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

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Selected Acronyms

CH	—	Clearinghouse
CIJE	—	*Current Index to Journals in Education*
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	*Resources in Education*
SN	—	Scope Note
UF	—	Used For

Library of Congress Cataloging in Publication

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(Continued on next card)

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AACR 2 MARC-S

Library of Congress 76[8209r81]rev

Introduction

RESOURCES IN EDUCATION **(RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*E*RIC *D*ocument). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. Tne price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4350 East-West Highway, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled *"How to Order* ***RESOURCES IN EDUCATION****."*

HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education,* the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

Citations (By Clearinghouse)

ED 292 214 EA 019 941
Improving School Climate. The Best of ERIC on Educational Management, Number 93.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 5p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

ED 292 217 EA 020 150
Hadderman, Margaret
Team Management. ERIC Digest Series, Number EA25.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97401 ($2.50 handling charge on each order).

ED 292 466 IR 013 219
Comstock, George Paik, Hae-Jung
Television and Children: A Review of Recent Research.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 71p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-71; $6.50 plus $1.50 shipping and handling).

ED 292 728 SO 019 017
Becker, James
Global Resources: Teaching about Global Education.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 29p.
EDRS Price - MF01/PC02 Plus Postage.
Alternate Availability—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Smith Research Center, Bloomington, IN 47405.

ED 292 740 SO 019 040
Patrick, John J.
Teaching the Federalist Papers. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.

ED 292 749 SO 019 087
Hoge, John D. Crump, Claudia
Teaching History in the Elementary School.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 142p.
EDRS Price - MF01/PC06 Plus Postage.
Alternate Availability—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405.

ED 292 942 UD 026 120
Haberman, Martin
Recruiting and Selecting Teachers for Urban Schools. ERIC/CUE Urban Diversity Series, Number 95.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 76p.
EDRS Price - MF01/PC04 Plus Postage.

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page
AA—ERIC Processing and Reference Facility	1
CE—Adult, Career, and Vocational Education	1
CG—Counseling and Personnel Services	20
CS—Reading and Communication Skills	31
EA—Educational Management	50
EC—Handicapped and Gifted Children	58
FL—Languages and Linguistics	70
HE—Higher Education	79
IR—Information Resources	92
JC—Junior Colleges	99
PS—Elementary and Early Childhood Education	108
RC—Rural Education and Small Schools	117
SE—Science, Mathematics, and Environmental Education	119
SO—Social Studies/Social Science Education	132
SP—Teacher Education	142
TM—Tests, Measurement, and Evaluation	150
UD—Urban Education	161

AA

ED 291 863 AA 001 175

Resources in Education (RIE). Volume 23, Number 8.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 88

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).

Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 291 864 CE 047 927

The Pacific Century. Opportunities and Challenges for Continuing Education, NUCEA Region VI Conference Proceedings (Turtle Bay, Hawaii, October 12-15, 1986).

National Univ. Continuing Education Association, Los Angeles, CA. Region VI.

Pub Date—Oct 86

Note—117p.

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Automation, Business, *Continuing Education, Cultural Awareness, Distance Education, *Educational Development, Foreign Countries, Higher Education, Marketing, *Multicultural Education, *Nontraditional Education, Technological Advancement

Identifiers—*Asia Pacific Region, China, Hong Kong, Japan

These 15 presentations are from a conference held to draw attention to the importance of countries bordering the Pacific Ocean and their contributions to continuing education. They provide perspectives on continuing education opportunities from the standpoint of programming, marketing, technology, and intercultural relations. Presentations include "The Future of the Asia/Pacific Region" (Victor Hao Li); "Culture-General Training for Overseas Experiences" (Kenneth Cushner); "What Do You Do after You Say 'Konnichi Wa'?: A Workshop in Intercultural Training for Businesses" (Kate Hinton, Virginia Brooks); "Must 'Forced Credit' Be a 'Complete Waste of Time'?" (Philip H. Steedman); "Offering a Non-Traditional Degree Program in Hong Kong" (Joseph B. Tucker); "Micronesia, the 'Heartland' of the Pacific Rim" (Ralph Bohn); "Distance Education: A Model for the Pacific Islanders" (Robert Hales); "Higher Education Initiatives in China using Television and Instructional Technology" (Donna George); "U.S.-Based Contract Programs for International Clients" (Ellen Long, Kathryn Mannes); "JOH XUSH NUSHLING (Again a Person I've Become in the Athabascan Tolowa Language)" (Tom Parsons); "The Ascendancy of Asia: The Pacific Community in the 21st Century" (Paul Edelson); "Office Automation without Tears" (Donna George, Barbara Van Dine); "Mega-Marketing: Implications for the Pacific Rim" (Jim Carruthers); "Exploring Trips: Science and Culture in Non-Traditional Settings" (Susan Thompson); and "Travel in the Pacific Rim: The Far East and the Not-So-Far East" (Louise Hirasawa). (YLB)

ED 291 865 CE 048 905

Cackler, William

A Farm Management Problem. Student Workbook. AGDEX 810.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Pub Date—86

Note—16p.; For a related teacher guide, see CE 048 906.

Available from—Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agribusiness, *Agricultural Education, *Agricultural Production, Agricultural Supplies, Behavioral Objectives, *Budgeting, Cost Estimates, Equipment Utilization, Facility Planning, Farm Accounts, *Farm Management, Learning Activities, Lesson Plans, Life Cycle Costing, Records (Forms), Secondary Education, *Simulation, *Vocational Education, Workbooks

Identifiers—Ohio

This workbook is intended for use by students taking part in a farm management simulation that has been designed to help them develop competency in both crop and livestock farming. The introductory section presents an overview of the workbook's contents. The remainder of the workbook contains rules for the farm management problem, farm layouts, crop reporting sheets and a tillage plan, a livestock report, budgets for a crop or livestock enterprise, and sample computer budgets. (MN)

ED 291 866 CE 048 906

Cackler, William

A Farm Management Problem. Teacher Guide. AGDEX 810.

Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Pub Date—86

Note—73p.; For a related student workbook, see CE 048 905.

Available from—Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agribusiness, *Agricultural Education, *Agricultural Production, Agricultural Supplies, Behavioral Objectives, *Budgeting, Cost Estimates, Equipment Utilization, Facility Planning, Farm Accounts, *Farm Management, Learning Activities, Lesson Plans, Life Cycle Costing, Secondary Education, *Simulation, *Vocational Education

Identifiers—Ohio

This guide is intended to assist teachers in conducting a farm management simulation that has been designed to help vocational agriculture students acquire competency in both crop and livestock farming. The introductory section includes an overview of the simulation, planning considerations and suggested grading criteria, and a suggested se-

quence for developing the farm management problem (including a discussion of student choices, recommendations concerning the use of reference materials, and possible changes that individual instructors can make in the simulation). The first unit consists of crop production data on the following: liming, corn, soybeans, small grains, forages, harvest management, seeding mixtures and rates, pasture, and suggested rates and dates of seeding important Ohio crops. The following livestock production data are included in unit II: nutrient composition of feed stuffs commonly fed to cattle and sheep; metabolizable energy, vitamin, and mineral contents of swine feeds; average nutrient composition of feeds commonly used in horse rations; guidelines in selecting rations for dairy cattle, beef cattle, sheep, swine, horses, and poultry; space requirements for livestock, poultry, and horses; and breeding recommendations. Unit III consists of equipment and supplies cost data, including building and equipment costs for livestock, equipment costs and custom hire rates, acre-hours for tillage implements and other equipment, costs of farm supplies, and marketing data. Fourteen transparency masters are included in the fourth unit. (MN)

ED 291 867 CE 049 047
Cheek, Gerald Campbell, Clifton P.
Collaborative Efforts among Institutions and Agencies for the Improvement of Vocational-Technical Education.
Pub Date—[87]
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Corporate Support, Postsecondary Education, *School Business Relationship, School Role, *School Support, Secondary Education, *Teacher Education, *Vocational Education, Vocational Education Teachers

The Working Partnership project at the University of Tennessee (UT) has been built upon the belief that vocational and technical teacher education and teaching require the expertise that business and industry can provide. Higher education programs are kept most relevant and up-to-date when business and industry provide continuous input into the nature and quality of the education provided. Working partnerships link the teacher education program with participating agencies, businesses, and secondary vocational-technical programs in a cooperative relationship. Individual programs and their public or private sector partners can develop activities at their own pace, consistent with their interests, needs, and resources. One-to-one pairing enables businesses to support improvements in vocational-technical education in a concrete and manageable way. Partnership activities have included classes at business sites, joint curriculum development, summer job programs, and school staff internships. Benefits accrue to both the vocational-technical program and the private or public sector partner. For example, a benefit of the Working Partnership of the UT teacher education department and the Tennessee Valley Authority has been the department's new awareness of its role in economic development. (YLB)

ED 291 868 CE 049 179
Gathercoal, Forrest Stern, Sam
Legal Issues for Industrial Educators.
Report No.—ISBN-0-911168-65-6
Pub Date—87
Note—179p.
Available from—Prakken Publications, Inc., 416 Longshore Drive, P.O. Box 8623, Ann Arbor, MI 48107 ($12.95 paperback; $19.95 hardcover–ISBN-0-911168-64-8; 20% discount on quantity orders).
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compliance (Legal), *Decision Making, Disabilities, Disadvantaged, Educational Malpractice, Ethics, Industrial Arts, Industrial Arts Teachers, *Industrial Education, Insurance, *Legal Problems, *Legal Responsibility, Postsecondary Education, Secondary Education, Sex Stereotypes, Student Rights, Teacher Education, *Torts, Trade and Industrial Education, Trade and Industrial Teachers

This book is designed to help industrial educators develop a basis for making decisions based on sound legal and ethical considerations–decisions related to students, colleagues, equipment, and money. The issues also concern administrators, advisory-committee members, risk managers, insurance representatives, and attorneys who work with educational programs. The book is also appropriate as a text for preservice and inservice teacher education. Each chapter in the book represents a critical legal issue from the industrial educator's perspective. The issues are safety and liability, product and service liability, cooperative work experience, insurance, writing student recommendations, eliminating sex stereotyping, disadvantaged students, handicapped students, school rules and student searches, due process and the rights of teachers, and ethics. Each chapter alerts industrial educators to relevant legal background and provides guidelines for decision making related to each issue. Chapters include case citations, references, and resources for those interested in additional information and materials. (YLB)

ED 291 869 CE 049 344
Neimark, Edith D.
Toward a Cross-Cultural Examination of Adult Thought.
Pub Date—Jul 87
Note—24p.; Paper presented at the Satellite Conference of the International Society of the Study of Behavior Development (Beijing, China, July 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, Adult Education, Adults, Behavior Development, *Cognitive Development, *Cognitive Psychology, *Cross Cultural Studies, *Developmental Psychology, *Piagetian Theory

Are there universal characteristics of adult thought? If so, how do they evolve and manifest themselves in cultures throughout the world? Piaget's formulation of formal operations is the best known and most extensively researched answer to the question regarding universal characteristics. Theoretical alternatives to formal operations differ in the specific characteristics proposed as defining adult thought, but they share an assumption about a level beyond formal operations that has come to be characterized as post-formal. Judgment and reasoning constitute a central psychological process in adult thought. The appropriate type of task with which to assess judgment is one in which there is no "correct" solution. Rather, irreconcilable alternatives should be considered and evaluated. A general methodology for investigating the nature of adult thought is proposed within the framework of systems developed by Oser and Reich (1987) and by Wood (1983). A review of a wealth of disparate published reports indicates a consistent suggestion of a distinctively adult level of thought whose manifestation may be influenced by a variety of factors, none of which is presently clearly identifiable. Whether this level is universally attained or whether it is better viewed as a style whose evolution may also be influenced by educational and cultural factors as well as "native endowment" remains to be determined. (YLB)

ED 291 870 CE 049 380
Juravich, Tom Harris, Howard
A Union Member's Guide to Employee Involvement.
Pennsylvania State Univ., University Park. Dept. of Labor Studies and Industrial Relations.
Pub Date—87
Note—56p.; Produced under contract from the MILRITE Council of the Commonwealth of Pennsylvania.
Available from—The Pennsylvania State University, Department of Labor Studies and Industrial Relations, University Park, PA 16802.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Adults, *Employer Employee Relationship, *Labor Relations, Participation, *Participative Decision Making, *Quality Circles, *Quality of Working Life, *Union Members, Unions

This guide is intended to be a first-time, general introduction to employee involvement for trade unionists–local leaders, stewards, and rank-and-file members. It makes no attempt to be comprehensive, but instead raises the major issues concerning employee involvement framed in trade union terms. Part I looks at the kinds of employee involvement programs that exist in the United States. The history of employee involvement is discussed in Part II. Part III looks at three different models of employee involvement in Japan, Germany, and Sweden. Its popularity is addressed in Part IV. Part V considers ways that programs become established in unionized workplaces. Part VI discusses how the implementation of an employee involvement program will affect the local. In Part VII, ways to safeguard the union and ensure that the program serves the members' interests are suggested. Part VIII considers the alternatives to strong union involvement in the initial stages of the program. Part IX describes what can be expected the first year of the program. Part X, Conclusions, is followed by a listing of resources. (YLB)

ED 291 871 CE 049 444
Calamai, Peter
Broken Words. Why Five Million Canadians Are Illiterate. The Southam Literacy Report: A Special Southam Survey.
Southam Newspaper Group, Toronto (Ontario).
Report No.—ISBN-0-9693221-0-0
Pub Date—87
Note—82p.
Pub Type— Reports - Research (143) — Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Educational Needs, Foreign Countries, *Functional Literacy, *Illiteracy, Immigrants, Learning Activities, *Literacy Education, Newspapers, Outcomes of Education, Program Effectiveness, Research, Research Methodology, Research Utilization, Teaching Methods
Identifiers—*Canada

This booklet contains 29 articles about literacy that originally appeared in newspapers across Canada during September 1987. Many are based on the extensive findings of a national literacy survey of 2,398 Canadian adults commissioned by Southam Inc. The survey provided the first real statistics about the state of literacy in the country; interviews with more than 100 literacy workers and learners also put a human face on a problem that affects one in four adults. Among the topics discussed are the effect of immigration and bilingualism on the literacy rate, importance of literacy skills in the workplace, use of plain language in government documents, literacy in correctional and military education, and comparisons of Canadian and U.S. literacy. Ideas on how people can help combat the problem of illiteracy and tips for tutoring are included in the articles. (KC)

ED 291 872 CE 049 445
Draper, James A.
Re-thinking Adult Literacy.
World Literacy of Canada, Toronto (Ontario).
Spons Agency—Ontario Ministry of Colleges and Universities, Toronto.
Pub Date—Nov 86
Note—33p.
Available from—World Literacy of Canada, 692 Coxwell Avenue, Toronto, Ontario M4C 3B6 ($7.95).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Educational Needs, *Educational Policy, Foreign Countries, *Functional Literacy, Government Role, *Illiteracy, *Policy Formation, Program Development, Research Needs, Research Utilization, Teacher Education, Teaching Methods
Identifiers—*Canada

A study was conducted to examine the literature on literacy and adult basic education and to identify various issues, trends, problems, possible solutions, and basic principles that might guide programs and policies in adult literacy and basic education in Canada. More than 120 documents were examined, raising such issues as what is literacy and functional literacy?; what is the purpose of literacy education?; what is the role of government in literacy education?; what is necessary for effective programming?; and what issues and solutions have been proposed? Some of the conclusions drawn by the survey were the following: (1) much of the discussion about illiteracy and functional literacy centers on the meaning of these terms, especially in the Ontario and Canadian context; (2) the goals and objectives of literacy programs must take into account the life circumstances of the participants and strive to move participants out of poverty; (3) participants' view-

points and life-styles must be considered in planning and implementing programs to reach goals; (4) training of adult literacy teachers is needed; (5) research in literacy is valuable and more is needed; (6) government-produced materials need to be written in simpler language; and (7) since the process of literacy education is a complicated one, policy choices must be made and strategies implemented to link the public, private, and educational sectors in programs to combat illiteracy. (KC)

ED 291 873 CE 049 446
Literacy. LeaderPost Special Report.
Pub Date—Oct 87
Note—65p.
Available from—The LeaderPost, 1964 Park Street, Regina, Saskatchewan S4P 3G4 (free).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, American Indians, Educational Needs, Foreign Countries, *Functional Literacy, *Illiteracy, Immigrants, Learning Activities, *Literacy Education, Newspapers, Outcomes of Education, Program Effectiveness, Research Utilization, Secondary Education, *Teaching Methods
Identifiers—*Canada, *Saskatchewan
This special report is a look at illiteracy across Canada and in Saskatchewan. It includes stories by Peter Calamai, a national correspondent with Southam News, and by Regina Leader-Post reporters Kevin O'Connor, Zena Olijnyk, Ron Petrie, and Beverley Spencer. The publication also includes stories by the Canadian press. Calamai's stories are the result of almost a year of intensive research, based on a national literacy survey by Southam News. Topics discussed in the articles include the following: the survey, who are illiterates, the schools' role, the immigrant, literacy pays, learning behind bars, government gibberish, bluffing it, getting help, a short story, native needs, failed attempts, programs that work, read all about it, making the grade, and warring ideologies. A section on literacy instruction using the newspaper lists numerous teaching strategies for the regular classroom, English as a second language, and adult education. (KC)

ED 291 874 CE 049 447
Literacy in Canada. A Research Report.
Creative Research Group, Ltd., Toronto (Ontario).
Spons Agency—Southam Newspaper Group, Toronto (Ontario).
Pub Date—87
Note—295p.; The Background and Activity Questionnaire is printed on yellow paper.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Demography, Educational Attitudes, Educational Needs, Employment Level, Foreign Countries, *Functional Literacy, *Illiteracy, Immigrants, Learning Activities, *Literacy Education, Newspapers, Outcomes of Education, Program Effectiveness
Identifiers—*Canada, *National Assessment of Educational Progress, United States
This document reports the results of a study of literacy in Canada conducted for the Southam News in 1987. During the study, 2,398 Canadians were surveyed to determine the levels of literacy they possessed and how they coped in society if they were illiterate. The research methodology is based on an assessment of literacy conducted in 1985 by the National Assessment of Educational Progress (NAEP) in Princeton, New Jersey. This report contains 131 tables reporting results of the research, as well as a copy of the questionnaire. Some of the highlights of the findings are the following: (1) the incidence of illiteracy generally increases from west to east across Canada; (2) women are marginally more literate than men, and younger Canadians are more literate than older Canadians; (3) illiteracy in either of Canada's official languages is higher among immigrants (35 percent) than native-born Canadians; (4) illiterates earn two-thirds of the income of literates; (5) reading and writing are not considered important on the job for 54 percent of illiterates; (6) only 10 percent of illiterate people are enrolled in, or thinking of taking, remedial courses; (7) one of six working Canadians is illiterate; and (8) Canadians aged 21 to 25 perform at a slightly lower level than Americans in the same age group who have taken the same survey. (KC)

ED 291 875 CE 049 448
Read, Catherine Mackay, Ron
Illiteracy among Adult Immigrants in Canada.
Concordia Univ., Montreal (Quebec).
Spons Agency—Ministry of State for Multiculturalism, Ottawa (Ontario).
Pub Date—Dec 84
Note—153p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Educational Needs, *Educational Policy, Foreign Countries, *Functional Literacy, *Government Role, *Illiteracy, *Immigrants, Policy Formation, Program Implementation, Teaching Methods
Identifiers—*Canada
This study outlines some of the literacy problems of immigrants to Canada and the attempts being made to overcome these problems. The study first examines some of the popular definitions of literacy with a view to finding one that might be a goal for all illiterates in Canada regardless of their birthplace. Next, the latest data are analyzed to highlight any apparent immigration trends and characteristics of immigrants in terms of linguistic and ethnic background, education, and income. The occupations in which immigrants are found are analyzed to establish not only where immigrants work but also where illiterates work. The policies of both the Canadian Government and the provincial governments are then examined to find out the priority that each level of government accords to literacy activities, particularly for adult immigrants. In the next section, the approaches of other countries to combatting illiteracy are discussed as possibilities from which Canada can learn. The report then discusses the problems of immigrants to Canada and the effect of these problems on determining the educational needs of immigrants. Finally, some of the responses to immigrants in Canada are considered, in particular some of the community-based language and literacy programs set up to overcome educational barriers and meet the identified needs of immigrants in their communities. This document contains extensive tables concerning immigrant literacy in Canada and a list of references. (KC)

ED 291 876 CE 049 459
Silberman, Harry F.
Raising Economic Competitiveness with Education.
Pub Date—7 Dec 87
Note—19p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 7, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, Economic Development, *Educational Change, Educational Objectives, Employment Patterns, Labor Needs, Postsecondary Education, *Program Improvement, Secondary Education, *Vocational Education
Identifiers—*Unfinished Agenda (The)
The current school reform movement has been plagued by three false assumptions. The first of these postulates that more academic requirements will strengthen the minds of students, improve their reasoning, prepare them for a rapidly changing economy, and make the U.S. economy more competitive. Although it is true that the workers of the future will probably change occupations more often than now and will thus be better served by an educational system that places increased emphasis on basic skills, the task of increasing the competitiveness of the American work force will require more than education alone. More emphasis must be placed on developing a better match between talent and productivity needs, and on avoiding the pitfalls of allowing the U.S. economy to become dominated by services rather than goods-producing industries. The second assumption, i.e., that the future job market will require much more schooling than does today's labor market, is also flawed. Research on future labor market trends suggests that skill levels will probably remain fairly stable through the 1990s and that, in some cases, technological advances will actually reduce the number of skills required to perform certain jobs. Rather than providing more and higher levels of education, policymakers should strive to develop an educational system that is more flexible and requires more active participation by students. It is also false to assume that vocational education and intellectual development are mutually exclusive functions and that vocational education can be acquired much more efficiently as a separate short-term effort. The call to reform the country's educational system that was made in "The Unfinished Agenda" has had some positive effects, especially in the area of increased efforts to integrate vocational and academic education, and there are definite reasons to be optimistic about the future of America's educational system. (MN)

ED 291 877 CE 049 481
Gerhardt, H. Peter
Brazil's Popular Education in the Eighties. Essentials, Fundamentals and Realpolitik. Revised Edition. Dokumentation + Report, 3/86.
Verlag fur Interkulturelle Kommunikation, Frankfurt (West Germany).
Report No.—ISBN-3-88939-008-0
Pub Date—86
Note—56p.
Available from—Verlag fur Interkulturelle Kommunikation, Postfach 900965, D-6000 Frankfurt 90, West Germany (20 Deutschmarks).
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, Citizenship Education, *Community Education, *Foreign Countries, Political Issues, *Popular Culture
Identifiers—*Brazil, *Popular Education
This report concentrates on the specific educational phenomenon of popular education in Brazil. It highlights the social context and the frequent political controversies that surround it. The first section depicts the popular education movement with respect to its self-image. Part II describes the societal groups involved. Part III discusses in an historical and goal-related sequence the different forms through which popular education advanced. Some important data about Brazil's educational system in general are offered in part IV. The fifth section is comprised of three subchapters that attempt a differentiation between fundamentalist and realist viewpoints. The key controversies of the movement are discussed: collaboration with the state, the type of teacher required, and nondirectiveness versus manipulation. The last section sums up the findings and asks if Brazil's popular education endeavor comprises the elements of a new pedagogy. A glossary, supplementary tables, and a bibliography are attached. (YLB)

ED 291 878 CE 049 506
Continuing Education in Asia and the Pacific. Bulletin of the Unesco Principal Regional Office for Asia and the Pacific. Number 28.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Pub Date—Sep 87
Note—207p.
Available from—UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
Journal Cit—Bulletin of the Unesco Principal Regional Office for Asia and the Pacific; n28 Sep 1987
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, Case Studies, *Continuing Education, Delivery Systems, *Developed Nations, *Developing Nations, Educational Planning, Foreign Countries, *Government Role, Nonformal Education, Postsecondary Education, Program Development, *Teacher Education
Identifiers—*Asia, Australia, Japan, *Pacific Region, Philippines, Sri Lanka
This bulletin issue contains articles and observations about continuing education for adults in various countries of Asia and the Pacific. Articles from five experts in continuing education and/or related areas in four countries in the region make up the first section. The experts are from (1) Sri Lanka (D. A. Perera); (2) Australia (Geoffrey Caldwell); (3) Japan (Kazufusa Moro'oka); and (4) the Philippines (William S. Griffith, Remigio P. Romulo). Section II presents regional overviews of various aspects of continuing education, based on existing literature on the subject. The following aspects of continuing education are covered: terminologies; policies and

plans; educational organization and the role of government and nongovernment organizations; delivery systems and teacher education; linkages between formal and nonformal education and between school and work; and government resources. Section III provides a practical blueprint for planning a major program of continuing education; it includes two case studies of continuing education programs. A bibliography of works on continuing education makes up Section IV. (KC)

ED 291 879 CE 049 592
Promotion of Cooperation among Research and Development Organizations in the Field of Vocational Training. Scenario of the Vocational Training Systems in the Federal Republic of Germany to 1995.
Pub Date—86
Note—13p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Economic Factors, *Educational Needs, *Educational Trends, Foreign Countries, *Futures (of Society), Long Range Planning, *Needs Assessment, *Technological Advancement, *Vocational Education
Identifiers—*West Germany
A forward-looking scenario for the vocational training system extending to the year 1995 is composed of two parts. The first comprises a forecast, with both optimistic and pessimistic variants, relating to the economic, technical, political, and demographic contextual aspects that play a major role in determining the profile of the vocational training system. The second part charts out the response paths for the vocational training system. The demand for training places is conditioned by the demographically induced decline in the number of school leavers and the marked upgrading of the importance of holding a school-leaving certificate. Only in the event of a favorable economic trend does the supply of training opportunities surpass the demand. The school-leaving certificate becomes increasingly important as a criterion for access to in-company vocational training. The prospects for meeting the needs of problem groups deteriorate. A shift occurs in in-company vocational training provision in the direction of medium and large companies and the service sector. The spread of information technology implies a considerable raising of skill requirements in many training occupations. Demands on trainers increase substantially with the need for more compact training processes based on more intensive use of training media and new learning and teaching methods. (YLB)

ED 291 880 CE 049 593
Schmidt, Hermann
Impact of Technology. Results of Vocational Training Research and Development in the Federal Republic of Germany.
Pub Date—Dec 87
Note—16p.; Paper presented at the Annual Convention of the American Vocational Association-/International Vocational Education and Training Association (Las Vegas, NV, December 6-10, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Dislocated Workers, *Educational Development, *Educational Research, *Education Work Relationship, Federal Government, Foreign Countries, Public Agencies, *Technological Advancement, Trainers, Training, *Vocational Education
Identifiers—*West Germany
The Federal Institute for Education and Vocational Training Research undertakes research, development, promotion, and counseling work to develop the principles of vocational training provision. Its primary focus has been problems encountered during the transition from vocational training to the labor market. The Institute has been monitoring one series of pilot projects to develop and test training schemes for the long-term unemployed and another series within the framework of a "New Technologies in Vocational Training" program. To apply new technologies in initial and continuing training, the Institute developed and manufactured a computerized numerical control simulator and the appropriate software and instructions on the simulation of milling and turning. Other activities of the Institute include training provision for trainers; the development of training curricula for the metalworking, electrical engineering, and chemical industries and for retailing; evaluation of the usability and applicability of the Institute's findings; implementation of a pilot project series of training programs on the management of technological change; and research into identification of core skills, development of guidelines for safeguarding vocational training provision, and training for ethnic groups and disabled individuals. (YLB)

ED 291 881 CE 049 600
Rosenfeld, Stuart A. And Others
Learning while Earning: Worksite Literacy Programs. Foresight: Model Programs for Economic Development.
Southern Growth Policies Board, Research Triangle Park, N.C.
Pub Date—Jun 87
Note—19p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Community Programs, *Cooperative Programs, Corporate Education, *Illiteracy, *Inplant Programs, *Literacy Education, Regional Cooperation, State Programs
Identifiers—*United States (South)
This paper describes four successful and innovative workplace-based literacy programs in the South. The first is a joint program for city municipal workers between the U.S. Naval Air Station in Memphis, Tennessee and the Memphis Literacy Coalition (Project Literacy-Memphis, Inc.). The second is a program at North Carolina State University in Raleigh that serves the school's custodial and maintenance staff. A third is a program at the Newport News Shipbuilding and Drydock Company in Virginia, operated jointly with the local high school. The last is a citywide cooperative effort involving four employers in Albertville, Alabama. In addition, a concluding section summarizes some of the steps that Southern Growth Policies Board states have taken over the past year to meet the objective of the 1986 Commission on the Future of the South to "mobilize resources to eliminate adult illiteracy by 1992." (YLB)

ED 291 882 CE 049 665
Gainer, Lei
ASTD Update: Basic Skills.
American Society for Training and Development, Alexandria, VA.
Pub Date—Feb 88
Note—10p.; The study is part of a joint American Society for Training and Development (ASTD) and U.S. Department of Labor project ("Best Practices: What Works in Training and Development").
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Basic Skills, Career Education, Employee Attitudes, *Employment Potential, *Interpersonal Competence, Job Search Methods, *Job Skills, *Job Training, Literacy Education, Vocational Maturity, Work Attitudes
As the 16-24 age group, the traditional source of entry level workers, shrinks, employers increasingly have to hire the less advantaged to staff their entry-level work force; they must, therefore, hire people with deficient skills. At the same time, a mix of technical changes and heightened competition is increasing the skill level needed for work in America. The worker is being asked to have a broad set of skills, some of which were previously required only of supervisors and management. Employers want four groupings of skills. Individual competence includes communication skills, comprehension, computation, and culture. Personal reliability skills cover personal management, ethics, and vocational maturity. Economic adaptability skills–problem solving, learning, employability, and career development–help to get and keep a job. Finally, group and organizational effectiveness skill, essential from the employer's perspective, include interpersonal skills, organizational skills, negotiation, creativity, and leadership. These basic skills need to be taught in the context of something in which the learner is interested, and the most compelling interest is a job. Training also needs to be developed that emphasizes "filling in the gaps" between what the employee already knows and what the job at hand requires. (YLB)

ED 291 883 CE 049 675
Ediger, Marlow
Relevancy in Vocational Education (A Collection of Essays).
Pub Date—[87]
Note—61p.
Pub Type— Collected Works - General (020) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Education, Adult Education, Career Education, *Counselor Role, Educationally Disadvantaged, Education Work Relationship, Employment Potential, General Education, Job Skills, Postsecondary Education, *Reentry Students, *Relevance (Education), *School Role, Secondary Education, Teaching Methods, *Vocational Education
This collection of seven essays covers the subject of relevance in vocational education from several perspectives. Topics of the essays are the following: (1) vocational education and the curriculum; (2) the counselor and vocational education; (3) vocational education and employability skills; (4) student reentry into the curriculum; (5) remedying ills in society; (6) general education, career education, and the classics; and (7) step-by-step teaching versus an open-ended approach. All essays contain numerous references for further investigation. (KC)

ED 291 884 CE 049 676
Muldowney, Arthur T. And Others
Middletown Adult High School Individualized Diploma Program Manual. Policies and Procedures.
Middletown Public Schools, Conn.
Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Adult Education.
Pub Date—Sep 87
Note—107p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, Credits, Daily Living Skills, *Experiential Learning, *High School Equivalency Programs, *Individualized Education Programs, *Prior Learning, Program Descriptions
This manual provides the policies and procedures for an individualized diploma program that offers adults an alternative approach toward earning a high school diploma. It presents information on time and location, eligibility, diploma requirements, admission to the program (student intake), resources, and a flowchart showing pathways to a diploma. Detailed descriptions are provided of each of the four categories in which a student may receive credit: academic, military experience and/or training, occupational experience and/or training, and specialized skills. Options within each category, conditions, and assessment and documentation are considered. Other sections discuss staff and recordkeeping. Appendixes contain these forms: student intake records, credit documentation forms, and independent study project forms. (YLB)

ED 291 885 CE 049 690
Colert, Sherril
High School Equivalency and High School Diploma Students at Brandon University: A Comparison of Academic Success. GED Research Brief No. 5.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Dec 83
Note—5p.; Study reported on in this Brief was supported by a grant from the Brandon University Research Committee.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Adult Education, *College Students, Comparative Analysis, *Educational Certificates, Educational Research, Foreign Countries, Grade Point Average, Higher Education, *High School Equivalency Programs, *High School Graduates, High Schools, *Nontraditional Students
Identifiers—Brandon University MB, *General Educational Development Tests
A study compared the levels of academic achievement of high school equivalency students and high school diploma students as measured by grade point averages and proportion of credit hours passed. The problem was whether students with a high school equivalency certificate could be as academically successful in a university program as high school graduates. Data collected were grade point averages, credit hours attempted, and credit hours passed of 26 high school equivalency and 27 high school diploma students attending Brandon University, Manitoba, Canada, on a first-year basis in

1982-83. Results supported the findings of others pertaining to high school equivalency students achieving the same level of academic success as high school diploma students. No significant difference was found between the distribution of grade point average scores or average ratios of credit hours passed to credit hours attempted of the two groups of students. (A listing of references is appended.) (YLB)

ED 291 886 CE 049 691
Whitney, Douglas R. And Others
The Reliability and Validity of the GED Tests. GED Research Brief No. 6.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—May 85
Note—5p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *High School Equivalency Programs, Item Analysis, Scores, Test Items, *Test Reliability, *Test Validity
Identifiers—*General Educational Development Tests
This research brief summarizes the available reliability and validity data available in, but spread throughout, a number of General Educational Development (GED) Testing Service publications. A section on reliability discusses how to determine reliability of a test's scores and two ways of assessing the reliability of a test–internal consistency reliability and parallel forms reliability. The section on validity defines the term and considers some of the major elements of validity. These include content validity, concurrent validity, and predictive validity. A list of references is appended. (YLB)

ED 291 887 CE 049 692
Beltzer, Stephen
Persistence of GED and Traditional Students at a Public Community College: A Test of a Conceptual Model. GED Research Brief No. 7.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Aug 85
Note—5p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Adult Education, Community Colleges, Comparative Analysis, Educational Research, Grade Point Average, *High School Equivalency Programs, *Models, *Nontraditional Students, Postsecondary Education, School Holding Power, *Student Attrition, Two Year Colleges
Identifiers—City University of New York Queensborough Comm C, *General Educational Development Tests
A study tested a conceptual model of attrition, the Tinto (1975) model, on a group of General Educational Development (GED) examinees and on a comparison group of traditional high school graduates from a single public community college. The sample consisted of 198 GED students and 201 traditional high school graduates who entered Queensborough Community College, City University of New York, in the Fall 1981 semester. The instrument used was one developed by Pascarella and Terenzini (1980) that was designed to tap the major dimensions of the Tinto model–specifically, levels of academic integration, social integration, institutional commitment, and goal commitment. Results supported the predictive validity of the Tinto model in identifying potential dropouts among GED examinees as well as for the comparison group. It was found that for GED examinees first-year grade point average was the most important predictor of persistence; institutional commitment was the most important predictor for the traditional high school graduates; and the two groups were not statistically different in the rate of persistence. Results imply that institutions must address facilitation of academic integration, possibly through an effective academic advisement and orientation program. (YLB)

ED 291 888 CE 049 693
Ladner, Robert A.
Educational and Occupational Activities of GED and Conventional High School Graduates in Florida. GED Research Brief No. 8.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Jul 86
Note—9p.; Summary of a report commissioned by the Bureau of Adult and Community Education, Florida Department of Education.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Development, Comparative Analysis, *Educational Certificates, *Employment Patterns, *High School Equivalency Programs, *High School Graduates, High Schools, *Occupational Aspiration, State Surveys, Vocational Followup
Identifiers—Florida, *General Educational Development Tests
A multidimensional follow-up study of three categories of Florida high school graduates focused on early exit General Educational Development (GED), second chance GED, and conventional graduates. The research provided the first comprehensive overview of the demography, educational experiences, aspirations and post-graduation activities of both GED and conventional graduates and evaluated the difference between normal and GED graduates and between early exit and second chance GED graduates. Telephone interviews were used to collect data from 1,509 graduates (97 percent response). Findings indicated that second chance graduates did less well academically than the others. Motivations for dropping out of high school for GED graduates were career acceleration, academic frustration, problems with school, and personal and family problems. Both groups of GED graduates felt more pressure to stay in school than drop out. Data on preparation methods clearly showed the academic strength and self-motivation of the early exiters. The conventional graduate group did not show an employability advantage over the GED graduates. The first-year occupational and educational profiles of the second chancers once they had passed the GED were all but indistinguishable from those of the early exiters. GED graduates had a lower overall aspiration level regarding both education and occupation. Implications for educational policy are considered. (YLB)

ED 291 889 CE 049 694
Stoker, Howard W.
Performance Characteristics of Florida's Early Exit Equivalency Candidates. GED Research Brief No. 9.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Aug 86
Note—5p.; Study sponsored by the Bureau of Adult and Community Education, Florida Department of Education.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Acceleration (Education), Comparative Analysis, Educational Research, *High School Equivalency Programs, High Schools, *High School Students
Identifiers—Florida, *General Educational Development Tests
To identify characteristics of students in Florida's Early Exit Program (EEP) with respect to their performance in high school, names and General Educational Development (GED) test scores were obtained for all students who passed the GED tests as part of the EEP between January 1, 1981, and May 1, 1983. Four districts were identified that had administered a standardized test to all students in either grade 9 or grade 10 and had the test results in a central location. The correlations between the GED tests and district-level tests supported the notion that the GED measures intellectual skills and knowledge that one would expect children to develop during their school years. The students represented a fairly wide range of achievement, as indicated by the district-level tests. The relatively low proportion of students in the lower percentile ranges led to the inference that if low achieving students take the GED, they do not pass. A few of the brightest students appeared to elect the EEP as a way to shorten their tenure in high school. The EEP seemed to be serving a kind of upper-middle group of students, as measured by the district tests. The GED provided an opportunity for them to demonstrate that they have learned and are ready to go on to other pursuits. (YLB)

ED 291 890 CE 049 695
Stoker, Howard W.
Comparative Performance of Florida Seniors on the GED Test Battery. GED Research Brief No. 10.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Aug 86
Note—7p.; Summary of a study sponsored by the Bureau of Adult and Community Education, Florida Department of Education.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *High School Equivalency Programs, High Schools, *High School Seniors, *Outcomes of Education, Program Effectiveness, Research Problems, *Scores, *Test Interpretation, Test Norms, Test Reliability
Identifiers—*Florida State Student Assessment Test Part II, *General Educational Development Tests
This report describes two studies, one comparing Florida students' performance to national norms on the General Educational Development (GED) tests, the other comparing performance on the GED tests and the Florida State Student Assessment Test, Part II (SSAT-II). In the first study, a representative sample of 1,200 high school seniors completed two of the battery of five tests of the GED in Spring 1984. Means and standard deviations for the five tests and intercorrelations among the five tests were calculated in order to compare the Florida data with the national data, which were based on a sample of about 700 high school students tested in the spring of 1980. The study found that Florida's seniors compare quite favorably. Mean scale scores were higher than the national norm on all tests and noticeably higher on the science and mathematics tests. Performance in the upper score ranges on the writing skills, social studies, science, and reading skills was slightly less than that of the national sample, but from the midpoint down, Florida's seniors outperformed the national group. In the second study, the names of the students who had taken the GED test samples were matched to those students who had also taken the SSAT-II; a 79 percent match was found. Correlations, although sketchy, showed that it is fairly safe to predict that students who cannot pass the SSAT-II have little chance of passing the GED tests and hence that the GED tests are more difficult and do not represent an "out" for students who cannot earn a diploma in regular high school classes. (KC)

ED 291 891 CE 049 696
Carson, Betty W.
Acceptance of General Educational Development (GED) in Hiring Policies of Denver Area Employers. GED Research Brief No. 11.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Aug 86
Note—5p.; Summary of doctoral dissertation, University of Northern Colorado, 1983.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employer Attitudes, *Employment Level, *Entry Workers, High School Equivalency Programs, *High School Graduates, High Schools, Job Placement, *Outcomes of Education, *Personnel Selection, Program Effectiveness, Promotion (Occupational), Wages
Identifiers—*Colorado (Denver), *General Educational Development Tests
A study was conducted to determine whether the General Educational Development (GED) Test credential was acceptable to employers in hiring and promoting employees. Major employers in the Denver Metropolitan area were surveyed to determine (1) whether or not there are policies regarding GED credentials versus high school diplomas in governing the hiring of new employees; (2) whether or not possession of a GED credential will make an individual equal in hiring status to a person having a high school diploma; (3) whether or not jobs are available that might not be without an educational credential; (4) whether or not a GED credential will enhance promotion possibilities; and (5) whether or not a GED credential affects pay increases. Questionnaires were sent to 360 employers of more than 250 persons, with a return of 184 questionnaires (51 percent). The results showed that almost all employers in the Denver area accept the GED as equivalent to a high school diploma when hiring new employees. The study also found that the types of jobs available to those with a high school diploma or equivalent are more managerial, technical, and skilled than those available to persons without either a high school diploma or a GED credential. Having a GED credential could also increase the possibility of promotion by showing the employee's initiative. Earning a GED credential would not influence pay except as it might increase chances for

promotion. (KC)

ED 291 892 CE 049 697
Klein, James D. Grise, Philip J.
GED and Traditional High School Diploma Holders Attending Florida's Community Colleges: A Comparison of Academic Success. GED Research Brief No. 12.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Sep 87
Note—5p.; For a related document, see CE 049 698.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, *Community Colleges, Grade Point Average, High School Equivalency Programs, *High School Graduates, High Schools, *Outcomes of Education, Program Effectiveness, Two Year Colleges
Identifiers—*Florida, *General Educational Development Tests
A study sponsored by the Bureau of Adult and Community Education, Florida Department of Education, was conducted by the Center for Needs Assessment and Planning at Florida State University to compare the success of General Educational Development (GED) and traditional high school graduates at Florida's community colleges. Registrars at each of Florida's 28 community colleges were asked to complete a survey designed to gather information concerning students with a GED and those with traditional diplomas. Ten registrars responded to the survey, although they indicated that such data are difficult to obtain. The study found that students with a traditional high school diploma greatly outnumber those with a GED at community colleges in Florida, although all of the registrars indicated that their colleges had an open-door policy for any high school graduate or holder of an equivalent diploma. GED and traditional high school graduates who are admitted spend about the same amount of time to complete degree programs at Florida's community colleges, but the proportion of GED holders actually completing degree programs is smaller than that of traditional diploma holders. The study also found that traditional high school graduates had a slightly higher grade point average (GPA) than GED holders, but that both GPAs fell in the "C" grade range. The study concluded that the results should help to dispel misconceptions held by educators concerning the capabilities of the GED holder in higher education. (KC)

ED 291 893 CE 049 698
Grise, Philip J. Klein, James D.
Comparing GED and Traditional High School Graduates in Florida's Workforce. GED Research Brief No. 13.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Sep 87
Note—5p.; For a related document, see CE 049 697.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dismissal (Personnel), *Employer Attitudes, Employment Level, *Employment Practices, *Entry Workers, High School Equivalency Programs, *High School Graduates, High Schools, Job Performance, *Outcomes of Education, Program Effectiveness, Promotion (Occupational)
Identifiers—*Florida, *General Educational Development Tests
A study sponsored by the Bureau of Adult and Community Education, Florida Department of Education, was conducted by the Center for Needs Assessment and Planning at Florida State University to compare the success of General Educational Development (GED) and traditional high school graduates in Florida's work force. (GED graduates account for about one in four high school diploma-holders in Florida, compared to about 15 percent nationwide.) A survey form was sent to a representative sample of employers throughout Florida to elicit their perceptions about the performance of GED and traditional high school graduates in the work force. Personnel directors from 101 businesses and agencies in the state, representing a variety of business types and sizes, returned the surveys. The results of the study indicated that in the areas of performance, retention, and dismissal, a majority of employers surveyed believe that individuals with the GED diploma can function, and are subsequently treated, no differently than those persons having a traditional high school diploma as a terminal degree. The study also indicates that GED graduates are promoted at the same rate as regular graduates in less than half of the reporting businesses and suggests further research to determine the reasons for the discrepancy. (KC)

ED 291 894 CE 049 699
Passmore, David L.
Employment of Young GED Recipients. GED Research Brief No. 14.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Sep 87
Note—5p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employer Attitudes, *Employment Level, *Entry Workers, *High School Equivalency Programs, *High School Graduates, High Schools, Job Placement, *Outcomes of Education, Program Effectiveness, Promotion (Occupational), Unemployment, *Wages
Identifiers—*General Educational Development Tests, National Longitudinal Survey Youth Labor Market Ex
A study used the National Longitudinal Surveys of Labor Force Experience Youth Cohort to determine the labor market consequences for young people of acquiring a General Educational Development (GED) degree in 1985. Three major consequences of receiving a GED were examined: labor force participation, employment status, and hourly wages. The analysis showed that GED recipients had greater chances of being labor force participants than young people without GEDs or high school diplomas. High school graduates were more likely to be participants than were GED recipients. Moreover, the more time that elapsed after obtaining a GED or a high school diploma, the greater the chance that a youth was a labor force participant. As was observed with labor force participation, the chances of being employed were much greater in 1985 for young high school graduates than for GED recipients or youths with neither a GED nor a high school diploma. Interpretation of annual salaries from hourly wages indicated that the typical GED recipient would have earned in 1985 about $780 more than a youth without a GED or diploma, but $1,340 less than a youth with a high school diploma. Further research is needed to determine what the GED means to employers, to GED recipients and aspirants, and to the general public. (KC)

ED 291 895 CE 049 700
Carbol, Barry C.
Alberta GED Candidates: Program Perceptions, Benefits, and Test Performance. GED Research Brief No. 15.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Sep 87
Note—5p.; Summary of doctoral dissertation, University of Alberta.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, *Adult Education, Comparative Analysis, Credibility, Educational Benefits, Employer Attitudes, *Equivalency Tests, Foreign Countries, *High School Equivalency Programs, *Outcomes of Education, Program Effectiveness, Reputation, *Student Characteristics, Testing Programs, Test Results
Identifiers—*Alberta, *General Educational Development Tests
The General Educational Development (GED) testing program has been a part of the Alberta High School Equivalency Program since 1981. Between December 1981 and December 1983, 4,333 applicants passed the GED in Alberta, and 802 applicants failed to pass the test. Random samples of 200 individuals from each of these groups were studied to determine whether there are any consistent differences between members of the two groups. Usable questionnaires were returned by 46 percent of the GED-fail group and 67 percent of the GED-pass group. The characteristics of the Alberta GED student population were found to be quite similar to those of other equivalency program student populations. The older students tended to seek a GED certificate because they deemed it personally rewarding, whereas younger enrollees generally saw the GED as a way of gaining a better job. Those in the GED-fail group were likely to be younger, have lower levels of formal education, and be unemployed than were their counterparts in the GED-pass group. A second part of the study assessed the acceptance of the GED by Alberta postsecondary institutions. This was accomplished by a survey of registrars from 19 Alberta universities, colleges, and technical institutes. Evidence from the survey suggests that while the GED program has benefited a small number of persons who have participated in it, the magnitude of the benefit is difficult to ascertain. There was, however, some indication that additional program participants may benefit in the future as a number of postsecondary institutions seemed interested in establishing policies concerning the Alberta GED program. (MN)

ED 291 896 CE 049 701
Malizio, Andrew G. Whitney, Douglas R.
Educational Credentials in Employment: A Nationwide Survey. GED Research Brief.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—May 85
Note—5p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Records, *Credentials, *Documentation, *Educational Attainment, *Educational Certificates, *Employment Practices, National Surveys, Personnel Policy, *Personnel Selection
Identifiers—Private Sector
A nationwide survey examined the role of educational credentials in the employment practices of private sector companies and institutions. In September 1983, surveys were mailed to a random sample of 1,500 members of the American Society for Personnel Administration. A follow-up mailing was conducted a month later. A total of 643 completed surveys (43 percent) were returned. Finance, insurance, and real estate companies were slightly overrepresented in the sample, and wholesale and retail companies were probably underrepresented. More than 90 percent of those responding place either a major or moderate emphasis on educational credentials, with larger companies tending to emphasize them more than smaller companies. Overall, about 18 percent of the employees covered in the study are working in positions that require less than a high school diploma. Twenty-three percent of the responding companies have no jobs that require less than a high school diploma. About half of the companies in the study sample have fewer than 8 percent of their employees in jobs requiring less than a high school diploma, and approximately 15 percent of the companies have 50 percent or more of their employees in such jobs. About 38 percent of the employees are working in positions requiring a high school diploma or equivalency credential, and about 16 percent of the positions require certification beyond the high school level. About 25 percent of those surveyed request a copy of job applicants' educational credentials, and nearly 40 percent request a copy of applicants' educational transcripts. (MN)

ED 291 897 CE 049 702
Tests of General Educational Development. Bibliography.
American Council on Education, Washington, DC. GED Testing Service.
Pub Date—Oct 87
Note—39p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Credibility, *Equivalency Tests, Followup Studies, High School Equivalency Programs, Military Personnel, Military Training, Program Development, Reputation, Scores, Secondary Education, Student Attitudes, Student Characteristics, *Testing Programs, Test Interpretation, *Test Results, *Test Use, *Test Validity
Identifiers—*General Educational Development Tests
This bibliography lists works dealing with the General Educational Development (GED) tests. Citations range from 1944 to 1987. The works cited are grouped according to the following topics: GED students and their attitudes toward GED programs and adult education; instructional programs and materials predicting readiness for GED testing; statistical data on GED tests and GED students and GED validity studies; acceptance of the GED as a credential and success of GED holders in college;

the content of GED tests, GED score interpretation, and the history of the GED testing program; GED testing and the military, enlistment policies, follow-up studies of military personnel who take the GED tests, and military education programs; and GED testing practices and administration of the GED testing program. (MN)

ED 291 898 CE 049 703
Pedras, Melvin J. And Others
Technology Education: The Transition.
Pub Date—23 Mar 88
Note—9p.; Paper presented at the Spring Forum of Phi Delta Kappa, University of Idaho Chapter (Moscow, ID, March 23, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Literacy, Computer Science Education, *Curriculum Development, Educational Improvement, Educational Needs, *Educational Practices, *Industrial Arts, *Inservice Teacher Education, *Integrated Curriculum, Numerical Control, Program Improvement, Robotics, Science Education, Secondary Education, Teaching Methods, *Technological Advancement
Identifiers—*Idaho
With technology constantly changing, educators are challenged to integrate technology education into the curriculum. In an effort to integrate a study of technology into the public school curriculum, educators at the University of Idaho identified the following areas as representative of modern technology literacy: computers and computer-aided drafting, robotics, principles of technology, and computer numerical control technology. In order for educators to remain abreast of new developments and to present them effectively to their students, they may need to attend workshops or conferences, and then, with limited resources, try to integrate new knowledge into a traditional curriculum. Others may need to enroll in graduate programs and pursue advanced degrees. All must constantly read and reflect on professional and technical journals. The University of Idaho is working with teachers throughout the state to assist them with the modernizing of the curriculum and is presenting workshops, seminars, and summer programs on technology in the curriculum. (KC)

ED 291 899 CE 049 707
Kohler, Judith
NEW PASS: Nontraditional Education for Women, Paths to Economic Self-Sufficiency. A Career Awareness Program for Economically Disadvantaged Girls and Young Women.
Women Employed Inst., Chicago, Ill.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Women's Bureau (DOL), Washington, D.C.
Pub Date—87
Note—75p.; Additional funding provided by the Women's Bureau, U.S. Department of Labor.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, *Career Awareness, *Career Education, *Career Exploration, Curriculum, Early Parenthood, *Economically Disadvantaged, Females, *Nontraditional Occupations, Program Development, Program Implementation, Secondary Education, *Womens Education, Young Adults
This manual is designed for social service agencies, educational institutions, and other organizations who want to strengthen their programming for economicaly disadvantaged teenage girls and young women. It provides materials for the development and implementation of NEW PASS, a unique career awareness program that uses nontraditional employment exploration as a vehicle to build life planning skills and motivate adolescent girls and teen mothers to avoid early and/or additional pregnancy. The program is directed toward young women aged 14-19. The manual covers the reasons for sponsoring a nontraditional career awareness program for economically disadvantaged girls, decisions to make before starting (choosing a sponsor, selecting a site, recruiting participants, adapting the curriculum), and strategies for success. A section on planning the program and getting started considers logistics, staffing consideration, locating resources, and evaluating the program. An overview of the NEW PASS curriculum is presented, followed by detailed guidelines for each of the 20 2-hour sessions. These components are provided for each of the sessions in the curriculum: objectives, key concepts, activities, and suggested resources. Some materials used in the sessions are appended. (YLB)

ED 291 900 CE 049 718
Literacy and the Learner.
World Education, Inc., Boston, MA.
Pub Date—87
Note—25p.; Sponsored by Beta Sigma Phi International and the McGraw-Hill Foundation. Photographs may not reproduce clearly.
Available from—World Education Reports, 210 Lincoln Street, Boston, MA 02111.
Journal Cit—World Education, Inc. Reports; n26 Spr 1987
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, Adult Programs, *Corporate Education, Developed Nations, *Developing Nations, Foreign Countries, *Illiteracy, Immigrants, Lifelong Learning, *Literacy Education, *Refugees, Rural Development, Womens Education
Identifiers—Nepal, Senegal, Tanzania
This journal issue focuses on the learner, looks at why literacy has become a major concern and examines the changes brought about by the mastery of new skills. "Literacy/Illiteracy in an International Perspective" (Carman St. John Hunter) frames the discussion by stressing that literacy and illiteracy are moving targets, not fixed by abstract definitions but varied according to the socioeconomic realities of a particular place at a particular time. "A Question of Survival" (Klaudia Rivera) presents results of interviews with six women learners in Queens, New York, to find out what effect a literacy program is having on their lives. "Learning in the Workplace" (David Harman) reinforces Hunter's view with an examination of education in the workplace and the importance of workplace education in providing opportunities for lifelong learning. "Working Together" (David Walker, John Comings) describes the Nepal National Literacy Program. "Literacy Leads the Way in Saam Njaay" (Molly Melching) reports on the changes literacy brought to a village in Senegal and to the thinking of the development workers running the literacy training program. "Acculturation Is a Very Big Word" (David Moffat, Wendy Walker) discovers what literacy meant to Southeast Asian refugees in Lowell, Massachusetts. "Putting Learners Center-Stage" (David Kahler) discusses literacy materials that focus on the learner first, and "Field Report. Letter from Tanzania" (Hilda Kokhuhirwa) addresses the subject of women in a literacy program in Tanzania. Sources of information on literacy are included. (YLB)

ED 291 901 CE 049 721
Initiatives in Technical and Further Education. Numbers 13-14. March 1987-September 1987.
TAFE National Centre for Research and Development, Payneham (Australia).
Pub Date—87
Note—200p.
Available from—Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
Journal Cit—Initiatives in Technical and Further Education; n13-14 Mar-Sep 1987
Pub Type— Collected Works - Serials (022) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adult Education, Computer Oriented Programs, Curriculum Development, *Educational Development, *Educational Research, Foreign Countries, Industry, Manufacturing, *Postsecondary Education, Teacher Education, *Vocational Education
Identifiers—Australia
These two publications provide abstracts and other information on materials accessed by the National Technical and Further Education (TAFE) Clearinghouse, Australia. Materials include research reports/technical reports, evaluation studies, curriculum materials of an innovative nature (syllabus documents, student materials, textbooks, teachers' guides, audiovisual materials, materials for TAFE teacher education, tests, questionnaires, feasibility studies, catalogues of instructional materials, and bibliographies. Materials are grouped by the six State and two Territory Clearinghouses and the National TAFE Clearinghouse that accessed them. Each document entry includes these components: accession number; author(s); title; publisher, date of publication and pagination; format; availability; price; series; descriptors; identifiers; and abstract. Title, author, and subject indexes are appended. Representative subjects include access to education, adult education, automation, computer-assisted design, computer-integrated manufacture, curriculum development, educational facilities, engineering, engineering drawing, industry, manufacturing industry, needs assessment, vocational education, aboriginal education, apprenticeships, distance education, information networks, trade courses, and women's education. (YLB)

ED 291 902 CE 049 724
Guthrie, Hugh Krzemionka, Zofia
Distance Education Needs for 16 to 19 Year Olds.
TAFE National Centre for Research and Development, Payneham (Australia).
Spons Agency—Commonwealth Tertiary Education Commission, Belconnen (Australia).
Report No.—ISBN-0-86397-211-X
Pub Date—87
Note—148p.
Available from—Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adolescents, *Ancillary School Services, *Distance Education, *Educational Needs, Foreign Countries, Needs Assessment, Young Adults, *Youth
Identifiers—*Australia
A study examined the distance education needs of a specific subgroup of the off-campus population: 16- to 19-year-olds. It set out to determine: reasons for this group's choosing to study in the external mode; the nature and extent of required provision of external education; special curriculum, delivery, counseling, and support needs; and specific future policy recommendations. The study methodology included questionnaires, literature analysis, expert consultations, and a limited number of student interviews. Respondents to the questionnaires included 180 students (a 23% response rate), 43 Heads of External Studies (a response rate of approximately 93%), and 13 student advisers in Australian colleges. The data indicated that principal reasons for study externally were distance, preference for the flexibility of this method, work commitments, financial reasons, and scheduling conflicts. Findings indicated that Technical and Further Education (TAFE) was the major provider of post-secondary off-campus studies and that a shortfall already existed in the provision of on-campus places for students at Colleges of Advanced Education and universities. Heads of External Studies did not believe that 16- to 19-year-olds were suitable users of off-campus studies; they favored a mixed mode. A wide range of support mechanisms and delivery media was used. Staff generally believed this group required greater support than older students when studying off-campus. (Questionnaires and cover letters are appended.) (YLB)

ED 291 903 CE 049 727
Wheeler, Jill
Transitioning Persons with Moderate and Severe Disabilities from School to Adulthood: What Makes It Work?
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—Rehabilitation Services Administration (ED), Washington, DC.
Report No.—ISBN-0-916671-80-1
Pub Date—87
Note—94p.
Available from—Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, Community Programs, Educational Legislation, *Education Work Relationship, Federal Legislation, Individual Counseling, Models, *Moderate Mental Retardation, *Normalization (Handicapped), Outcomes of Education, Program Development, Program Implementation, Residential Programs, *Severe Disabilities, Special Programs, *Transitional Programs, Vocational Education, *Vocational Rehabilitation
This book is intended to assist anyone who is interested in the quality of life afforded persons with moderate and severe disabilities, including educa-

tors, residential providers, vocational rehabilitation personnel, social staff, parents, and advocates. The first section, which deals with the reasons why transition is needed, covers the following topics: major federal legislation addressing transition services provided under the auspices of special and vocational education and vocational rehabilitation, legislation and initiatives versus practice, ways of narrowing the gap between theory and practice, the role of transition services as the missing link between education and adulthood, and components of the transition model (residential environment, employment, and social and interpersonal networks). The second chapter examines ways of helping moderately and severely disabled persons increase their productivity, independence, and participation in the community and workplace. It includes information on high school programs, curriculum development models, integrated school systems, and community-based instruction. The third chapter covers the "players" and procedures entailed in planning the transition process, including the core transition team and methods of individualizing and evaluating the process. The array of available residential, vocational, recreation/leisure, and community-at-large services is described in the next chapter, which deals with the outcomes of the transition process. Finally, process and product/outcome barriers are addressed in a concluding chapter on barriers to transition planning. Appendixes include a parent/guardian transition questionnaire, follow-up survey, and format for organizing individual transition objectives. (MN)

ED 291 904 CE 049 729
Morin, Lucien Cosman, J. W.
Proposed Amendment of the United Nations Standard Minimum Rules for the Treatment of Prisoners.
International Council for Adult Education, Toronto (Ontario).
Pub Date—Mar 88
Note—26p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Correctional Education, Correctional Institutions, Correctional Rehabilitation, *Criminal Law, *Criminology, *Prisoners, *Standards
Identifiers—*United Nations
Because the Standard Minimum Rules for the Treatment of Prisoners represent what the international community considers minimum standards of respectability and decency in the treatment of prisoners, they are very influential. Unfortunately, they include no underlying rationale, an omission that is a major obstacle to interpretation and implementation. Also, they do not emphasize or even accord much place to the key United Nationals (UN) stated principle of the inherent dignity of the human person, upon which so much else depends. The rules say very little about justice or criminal justice and leave largely to those working in the field the task of deriving from the text underlying principles of justice. The rules tend to reflect prevailing practice and perpetuate the conventional wisdom according to which penal justice is fundamentally punitive and retributive. An interim step to a thorough review of the rules would be a strengthening of the statement of principle. This step would serve to provide a basis for interpreting and implementing the rules other than in conventional ways and in ways more in keeping with the UN's long-standing concern for human dignity and the development of the human person. (A suggested resolution to amend the rules is appended.) (YLB)

ED 291 905 CE 049 730
Cumming, Bob And Others
Comprehensive Assessment: Leveraged Funding and Organizational Strategy.
Pub Date—7 Dec 87
Note—33p.; Papers presented at the American Vocational Association Convention (Las Vegas, NV, December 7, 1987).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Organization, Adult Education, *Career Development, *Career Guidance, Community Colleges, *Financial Support, *Guidance Centers, Postsecondary Education, *Vocational Evaluation
This conference handout includes five brief papers presented by a panel to the Employment and Training Division of the American Vocational Association. They are "Assessment Center (Cerritos College)" (Patricia Cook); "Assessment Is the Future. Can You Afford Not to Be a Part of It?" (Bob Cumming); "A Comprehensive Academic and Career Assessment Center: Funding and Organizational Strategies" (William H. Lawson); "Leveraged Funding and Organizational Strategies for Comprehensive Assessment Centers, Butte College" (Al Renville); and "Comprehensive Assessment: Leveraged Funding and Organizational Strategy (Summary)" (David S. Davis). In addition, an article entitled "Is There Life after College? Empowering Students with a Customized Assessment and Planning Model" (Susan S. Obler, Maureen H. Ramer) provides an overview of assessment that looks toward the future, especially in relation to the needs of adult learners. (YLB)

ED 291 906 CE 049 741
Social Security. Little Success Achieved in Rehabilitating Disabled Beneficiaries. Report to the Chairman, Subcommittee on Social Security, Committee on Ways and Means, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-88-11
Pub Date—Dec 87
Note—75p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies–free; additional copies–$2.00 each; 100 or more–25% discount).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adults, *Disabilities, Job Placement, *Program Effectiveness, Program Evaluation, *Reentry Workers, Social Services, Success, *Vocational Rehabilitation
Identifiers—Social Security Act, *Social Security Benefits, *Social Security Disability Insurance
The relationship between the Social Security Disability Insurance (SSDI) Program and vocational rehabilitation (VR) programs was reviewed. Focus was on the extent to which VR services are successful in returning SSDI beneficiaries to productive employment. The review was carried out in 10 states with widely varying practices in referring SSDI claimants to VR. These states accounted for nearly 40 percent of disability decisions made nationally in 1985. Only a small minority of disability beneficiaries–not more than 10-15 percent–were realistic prospects for rehabilitation and return to the work force. Generally, the disabled population was older and more severely disabled than other individuals with whom rehabilitation agencies work. Although about 12 percent of the disability beneficiaries were evaluated for rehabilitation services, only 1 percent left the rolls because of renewed work activity. Only about 3 in 1,000 beneficiaries left the benefit rolls after receiving services from a VR agency. Fears of losing disability cash benefits and Medicare coverage were reasons many beneficiaries chose not to participate in rehabilitation programs. A recommendation was that changes in the benefit payment structure could increase the number of beneficiaries who return to work. (Appendixes include instruments and data.) (YLB)

ED 291 907 CE 049 742
Vocational Education. Information on the National Research Center's Grant Award Process. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-88-56
Pub Date—Jan 88
Note—19p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies–free; additional copies–$2.00 each; 100 or more–25% discount).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Research, Eligibility, *Evaluation Criteria, *Evaluation Methods, *Grants, Postsecondary Education, Secondary Education, *Site Selection, *Vocational Education
Identifiers—Carl D Perkins Vocational Education Act 1984, *National Center for Research Vocational Education
The process of awarding the grant for the National Center for Research in Vocational Education, as authorized by the Carl D. Perkins Vocational Education Act, began in November 1986 with the announcement of the grant competition and culminated on January 4, 1988, with the University of California at Berkeley being selected for the 5-year grant over Northern Arizona University and Ohio State University (where the National Center had been operating under a grant that expired on January 15, 1988). To stimulate competition, the Department of Education awarded planning grants to four institutions that had applied to enter the competition for the National Center (Berkeley, Ohio State, Northern Arizona University, and Virginia Polytechnic Institute and State University). The first three of these institution eventually completed the grant application process. Five field readers were selected by the acting assistant secretary to read and score applications on the basis of published evaluation criteria. Based on these evaluations, Ohio State received the top ranking, followed by Berkeley and Northern Arizona. About a month later, the field readers made site visits to the three applicant institutions. Ohio State and Northern Arizona provided tours of the facilities that would be used for the National Center, whereas Berkeley officials did not. Instead, they discussed their plans for the National Center facilities that would eventually be developed by subcontracting institutions. Afterward, the field readers revised their scores. This adjustment resulted in increases of 2.4, 13.2, and 9.2 points in the respective scores of Ohio State, Berkeley, and Northern Arizona. The assistant secretary then recommended that Berkeley receive the grant because it had the highest score. (MN)

ED 291 908 CE 049 743
Practical Arts. Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
Pub Date—[87]
Note—27p.; For related documents, see ED 285 978-983.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agricultural Education, Basic Skills, Behavioral Objectives, *Business Education, *Course Content, Daily Living Skills, Grade 7, Grade 8, *Home Economics, *Industrial Arts, Junior High Schools, *Practical Arts, Skill Development, State Curriculum Guides, Statewide Planning, Technology
Identifiers—Arkansas
This guide outlines the basic, developmental, and extension skills that should be covered in practical arts courses (for grades 7 and 8) presented within the framework of agricultural, business, home economics, and industrial arts/technology education programs. The first section lists practical arts skills related to the following areas of agricultural education: agricultural careers; country living; techniques of handling horses; procedures involved in managing beef cattle, dairy cattle, swine, sheep and goats, and poultry; techniques for caring for small animals, bees, and earthworms; methods of growing field crops and small grain; horticulture; forest management, the Future Farmers of America; mechanical drawing; methods of working with cold metal and wood; small power tools; electricity; and painting techniques. The section on business education covers keyboarding, computers and business applications, business machines and reprographics, and business communications. Practical arts skills in the section on home economics relate to child care, clothing and textiles, foods and nutrition, the Future Homemakers of America, resource management, and personal management and relationships. The final section, which deals with industrial arts/technology education, lists skills in the areas of communications systems, drafting, graphic arts, photography, construction materials, preconstruction planning, building structures, manufacturing materials, manufacturing processes, production techniques, transportation, energy, power, and power systems. (MN)

ED 291 909 CE 049 748
Ruzicka, Patricia And Others
Helping Young Women at Work: Workshop Leader's Guide for Mentor Training.
Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—Jan 86
Grant—G008402241
Note—64p.; For related documents, see CE 049 749-750.

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Career Development, Career Education, Emerging Occupations, Employed Women, *Females, High Schools, Learning Activities, *Mentors, *Minority Groups, Program Development, Program Implementation, *Role Models, *Training, *Workshops

This guide is one of three products that make up a complete mentorship program. The purpose of the program is to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. This presenters' manual contains background information about the mentor experience, tips about training, and instructions on how to conduct a mentor training workshop. The section with the mentor training activities contains an agenda for the workshop and step-by-step instructions for conducting the activities. A general overview is given for each of the eight activities that make up the 2-hour training session. The overview includes a description of the activity, the outcome or objective, any related readings or references in the companion Mentor Ideabook or Career Journal, time required, materials required, and general training notes. For most of the activities, the pages following the overview give step-by-step procedures for leading the activity and specific tips that will help the activity to go smoothly. Preparation for each activity is also highlighted. Activities include: getting to know you, general introduction, facts and figures, mentors in my life, nitty-gritty issues, gathering mentor information, housekeeping details, and wrap-up. Appendixes provide some helpful information for trainers. (YLB)

ED 291 910 CE 049 749
Ruzicka, Patricia And Others
Helping Young Women at Work: An Ideabook for Mentors.
Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—Jan 86
Grant—G008402241
Note—38p.; For related documents, see CE 049 748-750.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Development, Career Education, Emerging Occupations, *Employed Women, *Females, High Schools, Learning Activities, *Mentors, *Minority Groups, *Role Models, *Training, Workshops

This ideabook is one of three products that make up a complete mentorship program. The purpose of the program is to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. This book is intended for use by the mentors during their 2-hour training session. It is the basis for the workshop activities and includes general information about being a mentor as well as specific information about minority females and career development. Topics include characteristics of mentors, hints for being an effective mentor, talking about one's work, and productive conversations, nitty-gritty issues, and body language. It also contains descriptions of activities that mentors and students can complete during their time together. (YLB)

ED 291 911 CE 049 750
Helping Young Women at Work: Career Journal.
Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.; Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—86
Grant—G008402241
Note—57p.; For related documents, see CE 049 748-749.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Development, Career Education, Emerging Occupations, *Employed Women, *Females, High Schools, Learning Activities, *Mentors, *Minority Groups, *Role Models, *Training, Workbooks, Workshops

This workbook for students is one of three products that make up a complete mentorship program. The purpose of the program is to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. Intended to complement the activities described in the ideabook for mentors, the workbook contains information, activities, and questions for students to consider. Section I is introductory and focuses on the reasons for keeping a journal, what a mentor is, and work attitudes. Section II suggests questions to ask the mentor. Section III provides questions that will make the student think about how she can handle herself in a variety of situations. Section IV contains questions that concern the student's attitudes and assessment of the mentorship experience. (YLB)

ED 291 912 CE 049 751
A Guide for the Professional Development of the State Vocational Education Supervisor. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Consortium for the Development of Professional Materials for Vocational Education.
Report No.—ISBN-0-89606-251-1
Pub Date—88
Note—104p.; For related documents, see ED 262 292 and ED 289 964-969. Samples 15 and 16 contain small print.
Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrative Principles, Administrator Characteristics, Administrator Responsibility, *Competency Based Education, Educational Planning, Instructional Materials, Learning Modules, National Surveys, Postsecondary Education, *Professional Continuing Education, Program Administration, *Program Development, Resources, *Statewide Planning, *Vocational Directors, *Vocational Education

This guide is intended to assist in the development of competency-based programs for the professional development of vocational education supervisors working at the state level. The first part, which is based on a nationwide study of the competencies needed by state supervisors of vocational education, deals with the key characteristics of state-level supervisor training. It includes a description of training strategies in use, essential elements of successful training programs, and principles of the professional development of state supervisors. Part Two lists recommended print and mediated resources for use in professional development programs for state-level vocational education supervisors. Both general and task-specific resources are listed. Details of the procedures involved in the Developing a Curriculum (DACUM) analysis and general conclusions drawn from the verification study of the administrator competencies identified in the national study are outlined in Part Three. Appendixes to the guide list the mean scores for each task included on the survey instrument and a summary of the general information portion of the survey. Also provided throughout the guide are 16 exhibits, or "samples," including a state-level vocational education program supervisor competency profile, individual and agency professional development worksheets, a job description for the position of state-level vocational education supervisor, an instructional systems model, a master plan for professional development, a professional development delivery options wheel, a comparison of benefits of different training alternatives, and titles of the National Center for Research in Vocational Education's performance- and competency-based administrator education materials. (MN)

ED 291 913 CE 049 753
Lowell, Ashley C., Comp.
Evaluation of Agricultural Accounting Software. Improved Decision Making. Third Edition.
Texas A and M Univ., College Station. Texas Agricultural Extension Service.
Pub Date—1 Jun 87
Note—122p.; For an earlier edition, see ED 275 831.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Accounting, *Computer Software, Computer Software Reviews, *Farm Accounts, *Farm Management, Program Effectiveness

Following a discussion of the evaluation criteria for choosing accounting software, this guide contains reviews of 27 accounting software programs that could be used by farm or ranch business managers. The information in the reviews was provided by the software vendors and covers the following points for each software package: general features, type, vendor evaluation, computing considerations, chart of accounts, printed reports, general ledger, enterprises (activities), auxiliary features, and other information. The software programs reviewed are the following: ABECAS–Agri-Business Enterprise Accounting; AccountStar; AgCHECK Financial Recordkeeper; AgCHECK Plus–Financial Management System; AgData General Ledger with Cost Accounting; Agricultural Accounting System; Agro Plus; AgStar; AMS Accounting Program; BASIC ACCOUNTING; C.M.C. General Accounting System; COMFAB; Computerized Personal Accountant; COST MANAGER; C.P.A. of Agriculture; Assistant C.P.A. of Agriculture; Farm Ledger Pro; FAS; The Financial Manager Program; General Ledger; Homestead Farm Management System; Horizon Accounting; Lund Farm Accounting; PC MARS; Red Wing General Ledger; THE TERRA SYSTEM; and Transaction Plus. (KC)

ED 291 914 CE 049 755
Principles and Techniques for Effective ABE Staff Development. Examples from Five Exemplary Programs.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
Pub Date—Mar 88
Note—15p.; For related reports, see ED 274 785 and ED 279 789.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Demonstration Programs, Program Development, Program Effectiveness, *Staff Development, *Teaching Methods

This document provides information about five adult basic education (ABE) staff development programs that illustrate the use of the principles identified in a research report. (The 70 principles and 39 corresponding techniques relate to planning and conducting training for ABE teachers and other staff.) Each of these staff development projects presents a real life example of one or more of the staff development principles. Although four of the five projects are statewide efforts, the examples given have all been applied to local ABE programs with ABE practitioners. Fairfax ABE Program, Virginia, illustrates the technique of a professional development plan and principle of allowing participants to choose their involvement and linking training to an individual plan. The San Francisco State University technique of coaching addresses the principle of on-call assistance of colleagues at the work site. The technique of staff exchange, which the Wisconsin ABE Program illustrates, involves the principle of providing teachers with the opportunity to meet and share ideas. The Oregon Talent Bank, Oregon State University, phased training technique shows the principle of spacing staff development over time. Maryland's Adult Performance Program illustrates the technique of training for program development and the principle of making staff development a part of program development. (YLB)

ED 291 915 CE 049 756
Curriculum for Bilingual Vocational Training Project. May 1986 to October 31, 1987.
Arlington County Public Schools, VA. Employment Training Center.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—31 Oct 87
Grant—G008620035
Note—56p.; For related documents, see CE 049 757-758.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Basic Skills, Bilingual Education, Building Trades, Clerical Occupations, Competency Based Education, Cooks, *Course Content, Educational Resources, *Employment Potential, Instructional Materials, *Job Skills, Printing, *Second Language Instruction, Skill Development, Spanish Speaking, Student Evaluation, Teaching Methods, Vietnamese, *Vocational English (Second Language)

This document describes a project that provided vocational skills and job-specific English-as-a-second-language (ESL) training to Spanish- and Viet-

namese-speaking adults in Arlington, Virginia. The four skills areas were clerical, building trades, commercial cooking, and printing occupations. Instruction was based on specific, clearly stated competencies or tasks that described precisely what trainees needed to master in order to be employed. Job-related English instruction was based on communication skills essential to successful job performance in an English-language work environment. The curriculum package's introduction includes lists of competencies and information about instructional procedures, recruitment and referral practices, intake and assessment procedures, support and ancillary services, and job development and placement services and activities. The package also includes detailed course descriptions and sample joint lesson plans for the three courses (vocational, English, and employability skills.) Other sections of the package include a description of the method of instruction; a list of instructional materials, references and resources; and a description of the trainee evaluation process. (KC)

ED 291 916 CE 049 757
Manning, Angella D., Comp.
Searching Jobs through Vocabulary. English-Spanish Version.
Arlington County Public Schools, VA. Employment Training Center.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Note—37p.; For related documents, see CE 049 756-758.
Language—English; Spanish
Pub Type— Multilingual/Bilingual Materials (171) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Development, *Career Education, Career Exploration, Employment Interviews, Employment Opportunities, *Employment Practices, English (Second Language), *Job Application, *Job Search Methods, Labor Legislation, Secondary Education, *Spanish, *Vocabulary Development
This English-Spanish glossary, which is intended for use in career exploration, special education, and English-as-a-second-language courses, consists of side-by-side English and Spanish definitions of terms related to the job search process. A wide range of terms that are likely to be encountered in a career awareness/exploration class is covered, including terms related to work attitudes, different types of employment (full-time versus part-time or provisional employment), wages and benefits, and employee and employer responsibilities. Terms that are directly linked to the job search process (e.g., resume) and words that are likely to be encountered by persons completing job applications or being interviewed for a job (e.g., marital status, address, abbreviations), are listed. Basic terms related to labor and civil rights legislation, (such as discrimination, affirmative action, disability, are also included, as are concepts and terms related to career development, (such as advancement, conscientious, and success). (MN)

ED 291 917 CE 049 758
Manning, Angella D., Comp.
Searching Jobs through Vocabulary. English-Vietnamese Version.
Arlington County Public Schools, VA. Employment Training Center.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Note—37p.; For related documents, see CE 049 756-757.
Language—English; Vietnamese
Pub Type— Reference Materials - Vocabularies/Classifications (134) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Development, *Career Education, Career Exploration, Employment Interviews, Employment Opportunities, *Employment Practices, English (Second Language), *Job Application, *Job Search Methods, Labor Legislation, Secondary Education, *Vietnamese, *Vocabulary Development
This English-Vietnamese glossary, which is intended for use in career exploration, special education, and English as a second language courses, consists of side-by-side English and Vietnamese definitions of terms related to the job search process. A wide range of terms that are likely to be encountered in a career awareness/exploration class is covered, including terms related to work attitudes, different types of employment (full-time versus part-time or provisional employment), wages and benefits, and employee and employer responsibilities. Terms that are directly linked to the job search process (e.g., resume) and words that are likely to be encountered by persons completing job applications or being interviewed for a job (e.g., marital status, address, abbreviations) are listed. Basic terms related to labor and civil rights legislation, such as discrimination, affirmative action, disability, are also included, as are concepts and terms related to career development such as advancement, conscientious, and success. (MN)

ED 291 918 CE 049 759
Project BILLET Curriculum Package. Bilingual Vocational Skill Training Program 1986-1987.
Community Coll. of Rhode Island, Warwick.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Note—125p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Basic Education, Basic Skills, Bilingual Education, Competency Based Education, *Course Content, Dental Assistants, Educational Resources, *Employment Potential, Geriatrics, Instructional Materials, *Job Skills, Machine Tools, Nurses Aides, *Second Language Instruction, Skill Development, Spanish Speaking, Teaching Methods, *Vocational English (Second Language), Welding, Word Processing
This document describes a project that provided vocational skills and job-specific English-as-a-second-language (ESL) training to Spanish-speaking adults in Lincoln, Rhode Island. Project BILLET (Bilingual Learning and Employment Training) offered training in five vocational skill areas: machine technology, welding technology, geriatric nursing assistant, dental/clerical assistant, and word processing/data entry. The Project BILLET curriculum package is composed of two major sections. The first section consists of an introduction to the structure and purpose of bilingual vocational training. This section describes the project's target population, goals, objectives, and methodologies, as well as staffing patterns and program components. The program components include recruitment, assessment and selection criteria, vocational skills instruction, ESL instruction, work readiness instruction, and job development and placement. The second section describes the courses, instructional methods, and techniques as well as the instructional materials and resources for both the vocational and language skills components. (KC)

ED 291 919 CE 049 761
Lee, Barry Bibby, John
The Feasibility of Adapting Open University Materials for Use in Polytechnics and Similar Institutions. A CNAA Development Services Project Paper.
Council for National Academic Awards, London (England).
Pub Date—86
Note—57p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Distance Education, Educational Research, Feasibility Studies, Foreign Countries, *Material Development, *Media Adaptation, *Open Education, *Open Universities, Postsecondary Education
Identifiers—*Open University (Great Britain)
This report presents conclusions of a study of the feasibility of adapting Open University materials for use in student-centered learning in other institutions, especially polytechnics. It discusses the development of open learning in the polytechnics, drawing attention to the need for collaborative production of materials. Chapter 1 is an introduction. Chapter 2 discusses the advantages and problems associated with open learning. Chapter 3 explains why Open University material is particularly suitable for adaptation and argues the case for adaptation as opposed to unchanged adoption or writing new material. Chapter 4 demonstrates, through an estimate of likely demand, that adaptation is a viable proposition. An adaptation procedure agreed upon with the Open University is presented in Chapter 5. It discusses problems of copyright, royalties, and updating along with other issues. Chapter 6 makes proposals for printing and publishing the adaptations. The report concludes that the approach proposed represents a potentially major educational initiative that could have a considerable impact on teaching and learning in higher education. It recommends that the initiative be encouraged at the national level through pump-priming funding to establish the first series of adaptations. (YLB)

ED 291 920 CE 049 763
Onuska, Sheila
Company-School Collaboration: A Manual for Developing Successful Projects.
American Council of Life Insurance, Washington, D.C.
Pub Date—[87]
Note—62p.; Photographs may not reproduce clearly.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Education, Classroom Techniques, *Cooperative Programs, *Corporate Support, Educational Planning, Education Work Relationship, Elementary Secondary Education, *Program Development, *Program Implementation, *School Business Relationship, School Involvement, *Student Organizations
This manual, developed by members of the staff of the St. Louis, Missouri, Public Schools, is intended to help company officials responsible for planning, implementing, and coordinating company-school collaborative programs to perform these tasks and guide the co-workers who assist them. The manual is organized in five chapters. Chapter I presents the case for cooperation and establishes principles for action. Chapter II describes the options available, such as community partnerships, special assistance, individualized programs, adopt-a-school, and limited collaboration. Chapter III defines the roles of the company and school participants. Chapter IV contains strategies and techniques for designing and operating projects. Topics covered include staff development classroom activities, special services, career education and other curriculum areas, and national programs such as Junior Achievement and Future Business Leaders of America. Chapter V gives advice about evaluating and promoting the programs. (KC)

ED 291 921 CE 049 764
Menz, Fredrick E. And Others
Training Needs of Rehabilitation Facility Administrators: 1985. Research Report.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—87
Note—121p.
Available from—Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($7.50).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Administrator Attitudes, Administrators, Disabilities, *Educational Needs, *Management Development, *On the Job Training, Postsecondary Education, Sheltered Workshops, *Vocational Rehabilitation, *Vocational Training Centers
Adminstrators at vocational rehabilitation facilities certified by the U.S. Department of Labor were surveyed for four purposes: (1) to determine priority training needs of facility administrators; (2) to determine differential need patterns for executive directors, assistant directors, and program managers; (3) to identify patterns of needs for administrators in the 10 federal regions; and (4) to identify need patterns for administrators in facilities with different average daily caseloads. Factor analysis of the 1,624 responses to a 110-item questionnaire identified 20 fundamental priority needs of administrators. Most pressing needs were reported in the areas of organizational planning, organizational principles and practices, computers in information management, and business planning and marketing. Discriminant analyses performed on both needs scores and data on the respondent and organizational characteristics identified similar and dissimilar patterns of needs for executive directors, assistant directors and program managers, for administrators in each federal region and for administrators in facilities with different daily caseloads. More differences in needs were found among administrators in facilities of different sizes than among the regions. (This report provides data in separate tables, analyses for

each of the four objectives of the study, and a copy of the questionnaire.) (Author/KC)

ED 291 922 CE 049 765
The Bottom Line: Basic Skills in the Workplace.
Department of Education, Washington, DC.; Department of Labor, Washington, D.C.
Pub Date—88
Note—57p.; Introduction by William J. Bennett.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, *Basic Skills, Corporate Education, Guides, Illiteracy, *Inplant Programs, *Literacy Education, Program Development, *Program Implementation
This booklet provides guidelines for setting up workplace programs to strengthen employee basic skills. It is intended to help employers who are contemplating the establishment of basic skills training programs and those with programs already in place who seek to improve their current designs. Part I addresses the basic skills problem in the workplace, the need to meet workplace literacy demands, and how to build a literate work force. Part II focuses on how to identify workplace literacy problems. Guidelines are provided on how to conduct a literacy audit. Part III presents the methodology for solving workplace literacy problems through implementation of a training program. It covers these steps: designing the training program, setting goals, assessing available resources, recruiting trainees, working with partners, building the curriculum, and evaluating the program. Part IV contains a listing of references and suggested readings, as well as brief descriptions and addresses for additional sources of information. (YLB)

ED 291 923 CE 049 767
Sutherland, Ned B. And Others
Statewide Case Study on the Status and Coordination between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act.
Michigan State Advisory Council for Vocational Education, Lansing.
Pub Date—Nov 87
Note—53p.; statewide case study. The statewide data were compiled
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, *Compliance (Legal), Cooperative Programs, *Delivery Systems, Federal Legislation, *Federal Programs, Federal Regulation, Federal State Relationship, *Institutional Cooperation, *Job Training, Postsecondary Education, Program Effectiveness, Program Implementation, Program Improvement, Secondary Education, State Agencies, State Federal Aid, *Vocational Education
Identifiers—Carl D Perkins Vocational Education Act 1984, Job Training Partnership Act 1982, *Michigan
The Michigan Council on Vocational Education evaluated the coordination between vocational education and the service deliverers of the Job Training Partnership Act (JTPA) in the state in order to comply with the mandates of the Carl D. Perkins Vocational Education Act of 1984. The purpose of the study was to describe the structure and job training activities taking place in each service delivery area (SDA) and, where appropriate, the participation of vocational education, thus resulting in a statewide case study. The statewide data were compiled based on interviews with administrators responsible for implementing vocational education and JTPA in each of the state's 26 SDAs. The statewide case study includes aggregate information on the JTPA Title II-A 78 percent adult and youth programs, the 8 percent education coordination and grants program, and the perceptions of the overall coordination between vocational education and JTPA from all of the 26 SDAs for program year 1986. From the research, the council determined that the coordination between vocational education and JTPA including the use of the vocational education program delivery systems for training is as varied as any continuum. In some SDAs, the vocational educators and job training providers have achieved effective results, and in others coordination is minimal. Based on the study, the council made recommendations for changes in the Perkins Act and JTPA legislation and in state agency cooperation. (KC)

ED 291 924 CE 049 768
Putting the Pieces Together...Becoming an Adult Student.
Michigan State Board of Education, Lansing.
Pub Date—87
Note—17p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Aspiration, Adult Students, College Programs, *College Students, Counseling, Higher Education, Job Placement, *Nontraditional Students, Program Costs, Reentry Students, *Student Financial Aid, *Student Personnel Services
Identifiers—Michigan
This booklet, prepared in conjunction with adult students from the non-traditional student association at Jackson Community College, Jackson, Michigan, provides information on college for adult students who are considering entering or reentering school. In six short sections, the guide covers the following topics: career goals and counseling, academic planning, the academic environment, paying the bill, support systems, and placement after graduation. Information on college costs and financial aid is also outlined. Appended to the booklet are admissions office phone numbers for Michigan degree-granting colleges and universities. (KC)

ED 291 925 CE 049 773
Administrative Guide for Vocational-Technical Education in Michigan.
Michigan State Board of Education, Lansing.
Pub Date—87
Note—315p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Career Guidance, Course Content, Disabilities, Educational Planning, Exceptional Persons, Program Administration, *Program Development, Program Evaluation, *Program Implementation, Secondary Education, *State Aid, State Legislation, *State Standards, Technical Education, *Vocational Education
Identifiers—*Michigan
This guide is designed to assist local educational agencies in the design, development, implementation, operation, and administration of vocational-technical education programs in Michigan. All aspects of this document are designed to concur with the Michigan State Plan for Vocational Education as well as the Michigan School Code and subsequent administrative rules and regulations as promulgated by the Michigan State Board of Education. The five sections of the guide cover program development and operation; special populations programs and services; vocational guidance; planning, evaluation, and finance; and other vocational education activities. A glossary is also included (Author/KC)

ED 291 926 CE 049 775
The Accessibility of Vocational-Technical Education to Secondary and Postsecondary Students Including: Gender and Racial/Ethnic Composition and Special Populations.
Michigan State Advisory Council for Vocational Education, Lansing.
Pub Date—87
Note—59p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Access to Education, Asian Americans, Blacks, Disabilities, Dislocated Workers, Displaced Homemakers, *Enrollment, *Exceptional Persons, Females, Hispanic Americans, Males, *Minority Groups, Nontraditional Occupations, *Nontraditional Students, Postsecondary Education, Program Improvement, Secondary Education, *Vocational Education, Whites
Identifiers—*Michigan
To comply with the Carl D. Perkins Vocational Education Act of 1984 requirements, the Michigan State Advisory Council for Vocational Education reviewed data from the Michigan Department of Education to determine the accessibility of vocational education to secondary and postsecondary students as it relates to enrollments. The evaluation component also included the gender and racial/ethnic composition of students currently participating in vocational education, as well as the participation of special populations (handicapped, disadvantaged, adults, single parents/homemakers, students in nontraditional programs, and criminal offenders). The study found significant differences in accessibility of vocational education to students, based on geographical location. It also found that the enrollment of females and males in vocational education appears to be balanced, although this may be due to various areas balancing each other. Overall, trends in secondary education seem to be in the direction of enrolling students in programs that are nontraditional to their gender, although progress in this direction is much slower in postsecondary education. The study also found that vocational education at both levels is serving minorities in proportion to the statewide high school population; however, enrollments vary by program areas. Finally, the study found that only limited numbers of persons are being served in any of the special population categories (Author/KC)

ED 291 927 CE 049 778
Articulating Career Education Programs from High School through Community College to the Baccalaureate Degree. A Report to the Governor, Legislature, and Educational Community in Response to Assembly Bill 3639 (Chapter 1138, Statutes of 1986). Report 87-48.
California State Postsecondary Education Commission, Sacramento.
Pub Date—Dec 87
Note—47p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Articulation (Education), *Career Education, *College School Cooperation, Community Colleges, Higher Education, High Schools, Institutional Cooperation, Postsecondary Education, State Programs, State Surveys, *Transfer Policy, Transfer Programs, Two Year Colleges
Identifiers—*California
This report highlights findings of a study of the feasibility of articulating high school-community college career education programs and extending such programs to the baccalaureate degree. Part 1 offers background on articulating career education programs. Part 2 deals with articulated career education programs offered by high schools and community colleges. Part 3 describes articulation between community colleges and four-year institutions. Part 4 summarizes the feasibility of "2 + 2 + 2" programs–that is, from high school through the community college to the baccalaureate degree. Evidence from California and 11 other states is considered. Finally, Part 5 sets forth conclusions about articulated career education programs and seven recommendations: provision of state funds for pilot articulated career education project development, inclusion of an evaluation component in the pilot project, definition of acceptable articulation practices and development of standards for vocational courses for college credit, development of procedures for assessment of high school students enrolling for community colleges courses, analysis of the role of adult education in the articulation process, assignment of California Articulation Numbers to career education courses, and establishment of a computerized clearinghouse for information about articulated career education programs. (YLB)

ED 291 928 CE 049 780
Technology: Manufacturing, Transportation, Construction, Communication.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—87
Note—355p.; For related documents, see CE 049 781-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Behavioral Objectives, *Communications, *Construction (Process), Fused Curriculum, Grade 11, Grade 12, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, *Manufacturing, State Curriculum Guides, Technological Literacy, *Technology, *Transportation
The technology-based student activities in this curriculum resource book are intended to be incorporated into any industrial arts/technology education program. The activities are classified according to one of four technological systems–construction, communications, manufacturing, and transportation. Within the four parts of the guide, individual activities are presented in their own sections. Each of these sections includes the following: activity title, contributor, time required, activity description, key vocabulary terms used in the activity, objectives, a listing of special supplies and equipment needed, transparency masters and student handouts, definitions of related key terms, pertinent ap-

plied mathematics and science principles, the social and/or environmental impact of the topic under study, creative problem-solving activities, related careers, and references. Various hands-on activities are described, including simulating a newsroom, making a basic siren/code oscillator, using a computer to design (and eventually producing) a heat-sensitive T-shirt transfer, constructing and testing different types of airfoils and a model rocket, developing a propeller-driven car, constructing an air-cushion vehicle, constructing models of various types of bridges, building a model structure or superstructure to solve a design problem, constructing a solar water heater, and using fundamental research and development principles to design and construct a model racing car. (MN)

ED 291 929 CE 049 781
Manufacturing Systems. Grades 9-10. Course #8115 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—114p.; For related documents, see CE 049 780-794. Document contains broken type, particularly near right-hand margins, but is legible.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Assembly (Manufacturing), Behavioral Objectives, Design, Grade 9, Grade 10, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, *Manufacturing, *Manufacturing Industry, Merchandising, Research and Development, Retailing, State Curriculum Guides, *Technological Literacy, *Technology
Identifiers—North Carolina
The course materials included in this guide are intended to introduce students to the manufacturing industry and its relationships with society, individuals, and the environment. The following topics are covered in the nine learning modules: manufacturing and society and manufacturing systems; manufacturing materials and processes (types of materials and their properties, ways of obtaining resources, and production of industrial materials); parts manufacturing processes (concepts and practices related to casting, forming, and separating); parts and product completion processes (concepts and practices involved in conditioning, finishing, and assembling); organizing, financing, and managing an enterprise (forming and staffing an enterprise, raising capital, and maintaining financial records); researching and developing products (establishing product criteria, designing and sketching ideas, and specifying designs); producing products (selecting and sequencing operations, developing tooling, establishing quality control programs, designing safety programs, and conducting pilot and production runs); marketing products (promoting and selling products); and closing an enterprise. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related diagrams and drawings, and lists of suggested textbooks and references. (MN)

ED 291 930 CE 049 782
Construction Systems. Grades 9-10. Course #8116 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—105p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Behavioral Objectives, *Building Systems, *Construction (Process), *Construction Management, Construction Programs, *Design Build Approach, Grade 9, Grade 10, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, Secondary Education, State Curriculum Guides, Systems Analysis, Systems Approach, Technological Literacy, *Technology
Identifiers—North Carolina
This guide is intended for use in teaching a course in construction systems. The course, which is intended for students in grades 9 and 10, examines construction technology in terms of a sequential process that includes the planning, building, and servicing of structures. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: understanding the different purposes and types of construction technology, starting construction projects, designing a project, preparing to build, setting foundations, building superstructures, installing mechanical systems, finishing the project, and servicing the project. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related diagrams and drawings, and lists of suggested textbooks and references. (MN)

ED 291 931 CE 049 783
Transportation Systems. Grades 9-10. Course #8126 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—73p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Grade 9, Grade 10, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, *Power Technology, State Curriculum Guides, *Systems Analysis, *Systems Approach, Technological Literacy, *Transportation
Identifiers—North Carolina
This guide is intended for use in teaching a course in transportation systems. The course, which has been designed for students in grades 9 and 10, is intended to provide a basic understanding of transportation systems and the role of energy systems in transportation. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: the evolution and main types of transportation; the concept of a transportation system; land, water, air, and space transportation systems; energy systems; and the relationship between transportation and society. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. (MN)

ED 291 932 CE 049 784
Graphic Communications Systems. Grade 11-12. Course #8135 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—67p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Audience Analysis, *Audiovisual Communications, Behavioral Objectives, Communication (Thought Transfer), Grade 11, Grade 12, *Graphic Arts, High Schools, *Industrial Arts, Information Transfer, Learning Activities, Learning Modules, Lesson Plans, Mass Media Effects, *Photography, Production Techniques, State Curriculum Guides, *Technology
Identifiers—North Carolina
This guide is intended for use in teaching a graphic communications systems. The course has been designed to provide students with an opportunity to assess audiences; design, produce, and deliver printed and photographic messages; and analyze the impacts of these messages. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: the nature of graphic communication, designing graphic messages, preparing images for printed graphics, preparing image carriers and producing printed graphic products, preparing to produce photographic messages, and producing photographic messages. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related sample charts and worksheets, and lists of suggested textbooks and references. (MN)

ED 291 933 CE 049 785
Electronic Communications Systems. Grade 11-12. Course #8136 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—145p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, Computers, *Electronic Equipment, Grade 11, Grade 12, High Schools, *Industrial Arts, *Information Networks, *Information Processing, Learning Activities, Learning Modules, Lesson Plans, State Curriculum Guides, *Technology, *Telecommunications
Identifiers—North Carolina
This guide is intended for use in teaching a course in electronic communications systems. Class activities during the course examine the processes of creating electronic signals and transmitting various coded messages to other locations. Methods of changing the form of electric current are emphasized, and the latest techniques in data processing are covered. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: electronic communications systems, fundamentals of electronic media, message design in electronic communications, preparation for and actual production of electronic messages, transmission of telecommunications media, and information processing and computers. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. (MN)

ED 291 934 CE 049 786
Construction Planning and Design. Grade 11-12. Course #8146 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—78p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, *Building Design, *Construction (Process), *Construction Management, Design Build Approach, Grade 11, Grade 12, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, Quality Control, Simulation, State Curriculum Guides, Systems Approach, *Teamwork, *Technology
Identifiers—North Carolina
This guide is intended for use in teaching a course in construction planning and design. During the course, students learn how to use the project delivery process to design low-rise buildings and civil projects, simulate working in an architecture/engineering office that is organized into design teams, and use various management tools to monitor project delivery and ensure high levels of professional performance. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives

and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: the fundamentals of construction planning and design, planning and design procedures, site selection, design and engineering of low-rise structures, preparation of working drawings, procedures for writing specifications, and methods of designing civil structures. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related diagrams and worksheets, and lists of suggested textbooks and references. (MN)

ED 291 935 CE 049 787
Structures and Systems. Grade 11-12. Course #8155 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—69p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, *Construction (Process), *Construction Management, Design Build Approach, Grade 11, Grade 12, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, *Site Development, State Curriculum Guides, *Structural Building Systems, Systems Analysis, *Technology
Identifiers—North Carolina
This guide is intended for use in teaching a course to broaden students' appreciation and understanding of constructed items and the construction process. The course focuses on the steps that are taken after the design and engineering phase has been completed. Laboratory assignments allow students to explore the technical processes involved in the construction process. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: main types of structures and main steps in the construction process, managing a construction project, preparing to build a structure, building the basic structure, installing mechanical systems, finishing the structure, constructing high-rise structures, preparing to build civil structures, and building civil structures. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. (MN)

ED 291 936 CE 049 788
Manufacturing Materials and Processes. Grade 11-12. Course #8165 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—119p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Assembly (Manufacturing), Behavioral Objectives, Ceramics, Grade 11, Grade 12, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, *Manufacturing, *Manufacturing Industry, Metals, Polymers, State Curriculum Guides, *Technology
Identifiers—North Carolina
This guide is intended for use in teaching an introductory course in manufacturing materials and processes. The course centers around four basic materials–metallics, polymers, ceramics, and composites–and seven manufacturing processes–casting, forming, molding, separating, conditioning, assembling, and finishing. Concepts and classifications of material conversion, fundamental manufacturing materials and processes, and the main types of manufacturing materials are discussed in the first section. A course content outline is provided in the second section. The remainder of the guide consists of learning modules on the following topics: manufacturing materials and processes, the nature of manufacturing materials, testing materials, casting and molding materials, forming materials, separating materials, conditioning processes, assembling processes, finishing processes, and methods of evaluating and analyzing products. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related diagrams and drawings, and lists of suggested textbooks and references. (MN)

ED 291 937 CE 049 789
Product and Production System Design. Grade 11-12. Course #8175 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—69p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Design, *Engineering, Grade 11, Grade 12, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, *Manufacturing, Planning, State Curriculum Guides, *Systems Analysis, *Systems Approach, *Technology
Identifiers—North Carolina
This guide is intended for use in teaching a course in the sequential tasks that change a designer's idea into a completed product. Emphasis is placed on the design of a product and the manufacturing system needed to produce it. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. The next sections outline the course objectives and content. A list of recommended references is also included. The remainder of the guide consists of learning modules on the following topics: manufacturing systems, designing and engineering products, selecting and sequencing operations, designing tooling, developing quality control systems, developing plant layouts, and producing products and analyzing production systems. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. (MN)

ED 291 938 CE 049 790
Technical Elements of Transportation. Grade 11-12. Course #8176 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—60p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Grade 11, Grade 12, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, State Curriculum Guides, *Structural Elements (Construction), *Systems Analysis, *Systems Approach, *Technology, *Transportation
Identifiers—North Carolina
This guide is intended for use in teaching a course in the history of the development of transportation systems and the individual elements in such systems. The course is designed to break transportation systems down into their individual components so as to make it possible to study system types, media, technical elements, and environmental factors. The development and management of transportation systems and careers in the transportation industry are also explored. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. The purpose of the course and its main objectives are explained in the next section. An outline of the major topics addressed during the course is presented. The remainder of the guide consists of learning modules on the following topics: transportation's relationship to society, the government, and other technological systems; types of transportation systems; environmental media for transporting; technical systems in transportation; operation of transportation systems; and transportation and the environment. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. (MN)

ED 291 939 CE 049 791
Human & Product Transportation Systems. Grade 11-12. Course #8186 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—45p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, Comparative Analysis, Decision Making, *Design, Grade 11, Grade 12, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Lesson Plans, Planning, *Problem Solving, State Curriculum Guides, *Systems Approach, *Technology, *Transportation
Identifiers—North Carolina
This guide is intended for use in teaching a course in human and product transportation systems. The purpose of the course is twofold. First, students are introduced to the design process and the steps used to analyze various solutions to basic problems. Second, the course focuses on the application of the design and evaluation process to review a given problem in the transportation industry. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. An outline of the major topics addressed during the course is presented. The remainder of the guide consists of learning modules on the following topics: analyzing transportation systems, using the design and evaluation process, identifying transportation problems, defining transportation problems, developing possible solutions, selecting an appropriate solution, testing possible solutions, evaluating solutions, implementing solutions on both a small and large scale, and presenting solutions. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related diagrams and drawings, and lists of suggested textbooks and references. (MN)

ED 291 940 CE 049 792
Technology Research and Development. Grade 12. Course #8195 (Semester/Year). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—57p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavioral Objectives, Grade 12, High Schools, *Industrial Arts, Industrial Education, *Industry, Learning Activities, Learning Modules, Lesson Plans, *Research and Development, *Research Methodology, *Research Utilization, State Curriculum Guides, *Technology, Theory Practice Relationship
Identifiers—North Carolina
This guide is intended for use in teaching a capstone course in technology education at the 12th-grade level. The course is designed to lead students through a formal hands-on study of the research process as it is applied to development operations in an industrial setting. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. The purpose and rationale of the course, its basic structure, and main objectives are explained. Recommended print and film resource materials are listed. The remainder of the guide consists of learning modules on the following topics: exploring the nature of research and devel-

opment, planning and designing a research project, conducting and interpreting industrial research, translating and communicating research findings, and conducting an individual in-depth research and development project. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. Related charts and sample materials are appended to some of the modules. (MN)

ED 291 941 CE 049 793
Industrial Enterprise. Grade 12. Course #8196 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—88
Note—46p.; For related documents, see CE 049 780-794.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, *Business, Grade 12, High Schools, *Industrial Arts, *Industrial Structure, Learning Activities, Learning Modules, Lesson Plans, *Manufacturing Industry, State Curriculum Guides, Systems Approach, *Systems Development, *Technology
Identifiers—North Carolina
This guide is intended for use in teaching a course in industrial enterprise. The course, which has been designed using a student-centered approach, is intended to help students understand the dynamics of an industrial enterprise as a fusion of two technologies–material processing and management. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: components in a managed production system and industrial enterprises, developing a product for manufacture, organizing an enterprise, operating an enterprise, and closing an enterprise. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related flowcharts and line drawings, and lists of suggested textbooks and references. (MN)

ED 291 942 CE 049 794
Industrial Arts/Technology Education. A Guide for Developing Contemporary Industrial Arts/Technology Education Curricula.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—87
Note—360p.; For related documents, see CE 049 780-793.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Building Trades, Classroom Techniques, Communications, Construction (Process), Core Curriculum, *Course Content, *Curriculum Development, Educational Improvement, High Schools, *Industrial Arts, Integrated Curriculum, Manufacturing, Models, Program Development, Teaching Methods, *Technical Education, *Technology, Transportation, Vocational Education
Based on the philosophical statements and directions developed by the Jackson's Mill Project (Charleston, West Virginia, 1981) this operational guide was developed to provide local or state curriculum designers with methods of implementation. Content and suggested activities for various technology-related courses are provided, along with models for implementing the courses in small, medium, and large schools. The 10 sections of the guide cover the following topics: a rationale and mission for industrial arts/technology education; structuring industrial arts/technology education programs; structuring courses; introductory foundation course structure; manufacturing course structures; communication course structures; construction course structures; transportation course structures; synthesis course structures; and initiating and implementing new and improved programs. The course structures sections list course title, description, and objectives; grade level; and content with representative activities and time allocations. Appendixes to the guide include content-area taxonomies, a base for curriculum derivation, and a model of the human productive activity cycle. (KC)

ED 291 943 CE 049 800
The Class of 1979 Speaks Out: A Consumers' Report on Hoosier High School Education.
Indiana Association of Area Vocational Districts, Inc., Indianapolis.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—Jan 87
Note—81p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Education, Comparative Analysis, Educational Research, *General Education, Graduate Surveys, *High School Graduates, High Schools, *Outcomes of Education, *Program Effectiveness, School Effectiveness, State Surveys, *Vocational Education, Vocational Followup
Identifiers—*Indiana
By placing its findings within the context of total secondary public education, a followup study of high school graduates indicated the relative effectiveness of vocational, academic, and general secondary school preparation. Data were obtained from 71% of a representative sample (N=466) of 1979 Indiana high school graduates. General program graduates had both the lowest average grade point average and lowest combined scores on the Scholastic Aptitude Test and the Preliminary SAT; academic graduates had the highest. Academic program graduates were least likely to be married, general program graduates the most likely. General program graduates had the highest rate of unemployment, whereas vocational graduates had the lowest. Both the academic and vocational program graduates seemed satisfied with their high school education. All graduates indicated their greatest difficulties as an adult were in the areas of personal life skills and economic and career difficulties. Graduates of all three programs indicated that they would want their children to have more effective relationships with their high school teachers along with more preparation for the real world. Findings showed that the academic and vocational education systems should be refined rather than restructured or abandoned and that general education students needed to be provided with more direction for their lives. (Data tables, methodology, and the follow-up instrument are appended.) (YLB)

ED 291 944 CE 049 801
Arruza, Andrew Daniel, Marcia
Retention through Counseling: Counseling the ABE Student.
Stanly Technical Coll., Albemarle, NC.
Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date—30 Jun 87
Note—162p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Counseling, Adult Dropouts, *Adult Educators, Case Studies, Classroom Techniques, Counseling Techniques, Counselor Role, Dropout Prevention, Learning Activities, Listening Skills, Motivation Techniques, *Noninstructional Responsibility, School Holding Power, *Student Motivation, *Teacher Role, Teacher Workshops
These materials are intended to help adult basic education (ABE) instructors in their role as counselors. Most are suitable for use in a workshop for ABE instructors. An introduction describes the ABE Retention through Counseling Program and highlights the skills an ABE instructor needs to work with adult learners. Chapter 1 provides pointers for the instructor's attitude toward counseling the ABE student. Chapter 2 covers some of the characteristics of the undereducated adult and symptoms of stress overload. Chapter 3 provides exercises to help instructors improve their listening skills. Some are suitable for use in a classroom setting with ABE students. The chapter shows three different types of listening skills: attending behavior, requests for information, and expressions of understanding. Chapter 4 presents typical case studies that show problems and crisis situations handled by instructors within their own classes or on their own time. Chapter 5 deals with ways to motivate and retain students. A four-phase motivation plan and examples, hints, and suggestions are provided. These materials may be used in a workshop setting or for reference. Chapter 6 presents results of a survey of ABE directors regarding provision for counseling of ABE students. An appendix contains workshop materials, including an oral presentation on counseling adults and exercises to be done in an ABE instructor workshop. (YLB)

ED 291 945 CE 049 816
Adrian, Judith Gwinn
Procedures for Writers in the Field of Adult Education: How To Make Your Writings More Consistently Accessible within Computerized Information Databases.
Pub Date—Apr 88
Note—8p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Adult Education, Educational Research, *Information Retrieval, Information Seeking, Information Services, *Online Searching, Search Strategies, *Users (Information)
Educators who write documents or journal articles want to have their writing read and cited. To achieve this today, educators need to produce writings that are easily accessible through computerized searching (online and on compact disk) in databases. The trend toward end-users doing their own computerized information retrieval has caused database vendors to make changes that ease end-user frustration. In addition, writers can control certain components of the writing process to meet the goal of making their writing more easily located via computerized bibliographic or full-text database searching by end-users and intermediaries. Writers can (1) have a clear and unambiguous title, (2) provide a narrative abstract or annotation, (3) cite authors' names in a consistent format, (4) select appropriate words for the title and abstract, and (5) furnish an informative document title page. (YLB)

ED 291 946 CE 049 826
Oliveira, Victor J. Cox, E. Jane
The Agricultural Work Force of 1985. A Statistical Profile. Agricultural Economic Report 582.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
Pub Date—Mar 88
Note—41p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Agricultural Laborers, *Employment Patterns, Employment Statistics, *Farmers, *Farm Labor, *Farm Occupations
This report examines the demographic and employment characteristics, geographic distribution, and earnings of the agricultural work force in the United States as of 1985. Data are from the Agricultural Work Force Supplement to the December 1985 Current Population Survey. The three components of the agricultural work force–hired farmworkers, farm operators, and unpaid farmworkers–are examined separately. A comparison of the findings from each of the three work force components follows the analytical results. Additional statistical tables, information on the source and reliability of the survey estimates, and the definitions of key terms used in this report are in the appendixes. Some of the findings of the survey are as follows: (1) more than 8 million people 14 years of age and older were employed on U.S. farms at some time during 1985, including 2.5 million who did hired farmwork, 2.9 million who operated a farm, and 3.8 million who did unpaid farmwork; (2) more than 1 million workers participated in more than one of these activities; (3) the agricultural work force was predominantly male; (4) nonfarm work was an important sources of earnings for all three agricultural work force groups. (Author/KC)

ED 291 947 CE 049 827
Smith, Matthew G. Hines, Fred
Regional Characteristics of U.S. Farms and Farmers in the 1980's. ERS Staff Report No. AGES880128.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
Pub Date—Mar 88
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Agricultural Production, *Agriculture, *Differences, *Economics, *Farmers, Farm Management, Farm Occupations, Government Role, *Policy Formation, Public Policy, *Regional Characteristics

Farms and the people who live on them differ dramatically from one part of the United States to another. These differences are prominent both from one region to the next as well as between farms and people in the same region. The varying characteristics of agriculture and the farm population have helped shape regional experiences in the 1980s. In the Midwest and Northern Plains, heavy reliance on income from sales of government-supported crops, large numbers of financially vulnerable midsized farms, and fewer alternative sources of income have led to the most widespread farm financial distress and the most persistent calls for agricultural policy remedies. In other parts of the country, income problems among farm households are as often linked to low earnings in manufacturing as in agriculture. Still other parts of the farm population are rather affluent and unaffected by federal farm policies. The varying circumstances in which the farm population lives and works affect the likely impacts of agricultural and rural development policies. In some regions, farm policy remains highly significant to farm households and rural communities as a component of income and economic development. In others, farm people themselves are likely to be affected much more by policies directed to all residents than by policies specifically targeting the agricultural sector. (Author/KC)

ED 291 948 CE 049 836

Planning Staff Development. A Guide for Managers.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-044-X

Pub Date—87

Note—50p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Educational Needs, Foreign Countries, Guidelines, *Inservice Teacher Education, *Needs Assessment, Postsecondary Education, Professional Development, *Program Development, Program Evaluation, Program Implementation, *School Districts, Secondary Education, *Staff Development

Identifiers—*England

The primary purpose of this guide is to offer support to those in British local education authorities (LEAs) and in institutions who have responsibilities for the planning, management, and implementation of staff development. The structure of the guide is based on a framework within which staff development planning may take place. After introducing this framework, the guide considers in turn five interrelated elements that comprise the detailed staff development planning process: (1) the management of staff development; (2) the identification and analysis of needs; (3) program design; (4) implementation; and (5) monitoring and evaluation. The final part of the guide provides practical assistance in identifying staff development responsibilities and management tasks. Sample forms are included. (KC)

ED 291 949 CE 049 837

Channon, Anne

Marketing Skills for Craftspeople. FEU/PICKUP Project Report.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-032-6

Pub Date—87

Note—90p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Access to Education, Adult Education, *Craft Workers, Educational Needs, Foreign Countries, *Marketing, *Outreach Programs, Participation, Workshops

Identifiers—*England

A study investigated the perceptions and commercial problems of craftspeople in the South West region of England and suggested some solutions. Questionnaires were sent to 600 identified enterprises and craftspeople. From the 51 percent who responded, 50 sites were chosen for semistructured interviews. The perspectives of agencies and buyers working with craftspeople were also gathered. Interview results were used to develop and implement four marketing workshops. The study showed that there is an urgent need for training in marketing skills for craftspeople, but there are ideological barriers for many that make existing curriculum material inappropriate and direct practical application more acceptable. The study suggested that colleges and other institutions should design and implement education and training programs relevant to those needs. Open and distance learning should also be considered as options, together with the feasibility of regional databases for craftspeople, offering resources for specific information requests, including business opportunities. (Following a description of the study, the bulk of this report consists of quotations from the craftspeople, agencies, and buyers; reactions to the workshops; the questionnaire; and materials related to the workshop.) (KC)

ED 291 950 CE 049 838

Information-Technology-Support Systems for Education and Training.

Further Education Unit, London (England).

Report No.—ISBN-1-85338-041-5

Pub Date—87

Note—59p.; Not available in paper copy due to small, light type.

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Oriented Programs, Computer Science, *Computer Software, Continuing Education, *Curriculum Development, Delivery Systems, Foreign Countries, Information Dissemination, Information Processing, *Information Systems, *Information Technology, Information Utilization, *Microcomputers, Postsecondary Education, *Technological Advancement

This document is an interim report of a project funded by the Manpower Services Commission in Great Britain. The main aim of the project is to investigate how information technology (IT) may support the British Further Education Unit's proven curriculum development model. The report is structured around the five curriculum development processes in the model: values and needs, course design, implementation, evaluation and review, and support. Each of these elements is discussed in terms of a five-part classification of IT systems: information centers, information networks, computer-assisted learning, information processing, and image processing. The report contains introductory descriptions of various IT systems and explains how IT can apply to each of the five curriculum processes. Long-term and short-term aims are distinguished, and priorities for action are suggested. The report highlights management issues, staff development, and resources and provides an outline of phase 2 of the project. Finally, it offers detailed appendixes on computer-assisted learning, desktop publishing, expert systems, and interactive video, as well as a glossary and list of further reading. (KC)

ED 291 951 CE 049 839

Rivera, William M., Comp. Davis, Cynthia, Comp.

Lifelong Learning Research Conference Proceedings (9th, College Park, Maryland, February 25-26, 1988).

Maryland Univ., College Park. Dept. of Agriculture and Extension Education.

Pub Date—Feb 88

Note—134p.

Available from—Proceedings LLRC, Center for Professional Development, University of Maryland University College, University Blvd. at Adelphi Road, College Park, MD 20742-1668.

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Education, *Adult Students, *Andragogy, Cognitive Style, Educational Change, *Extension Education, Learning Theories, *Lifelong Learning, Needs Assessment, Organizational Development, Postsecondary Education, *Professional Continuing Education, Professional Development, Program Development, Program Implementation, Staff Development, Teaching Methods

The following 26 papers, with abstracts and references, are included in these proceedings: "Panel: Continuing Professional Education in Cooperative Extension" (Robert L. Bruce, G. L. Carter, Jr., Ronald Jimmerson, Joan S. Thomson); "New Farm Families: Implications for Extension Educators" (Jane W. McGonigal, Robert L. Bruce); "The Experience of Learning for the Sake of Learning in Adulthood" (Lynne Y. Asmuth); "Advances in the Neurosciences" (Marcie Boucouvalas); "Normative and Predictive Generalizations in Adult Education Research" (Robert F. Carbone); "Beginning Researchers' Perspectives and Approaches to the Planning Phase of Research" (Jennifer Knowles, Ronald Jimmerson); "Integrating Andragogy with Current Research on Teaching Effectiveness" (Billy E. Ross); "Adult Education vs. Education of Adults" (Harold W. Stubblefield); "Learning Opportunities for Volunteers" (Phyllis C. Wiederhoeft); "A Self-Directed Learning Program within Continuing Professional Education" (Judith K. DeJoy, Helen Mills); "Retirement Planning" (Shirley L. Foutz); "A Matrix Approach to Market Segmentation and Positioning for Continuing Professional Education Program Development" (Mary Elaine Kiener); "Continuing Education for University Faculty Members" (Susan F. Kromholz, Sally M. Johnstone); "The Municipal Clerk" (Michael T. Lavin, Donald Levitan); "A Long-Term, Multiple Stage Needs Assessment Process for Program Development" (Joan L. Parrett, Deborah R. Klevans); "Weekend Colleges in the United States" (Jeanie Roundtree-Wyly, Lloyd Korhonen); "Conducting an Effective Retention Study" (Dolores F. Sapienza, Richard S. Davis); "Educational Services to Isolated Locations Using State of the Art Technology" (Joseph D. Smith, David Halfen); "Development of a National Manpower Plan for the Malawi Ministry of Agriculture" (Thomas F. Trail); "The Metamorphoses of Adult Learners" (Dennis E. Campbell); "Use of the KAI [Kirton Adaption Innovation Inventory] in Times of Program and Organizational Change" (Shirley H. Gerken); "Understanding Adult Reentry as a Change Process" (Doe Hentschel); "Self-Reliant Behaviors and Value Orientations of Adult Learners Engaged in Continuing Professional Education" (Carroll A. Londoner, Fredric Linder, David Bauer); "The Influence of Adult Students on Faculty as Learners" (Barbara Rich); "Comparing Agricultural Extension Systems" (William M. Rivera); and "Learning To Think in Service of Improving Professional Practice" (Albert K. Wiswell). (KC)

ED 291 952 CE 049 840

Even, Mary Jane

Baggage Barriers. Techniques.

Pub Date—Jan 88

Note—3p.

Journal Cit—Lifelong Learning; v11 n4 p29-30 Jan 1988

Pub Type— Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, Adult Education, *Adult Learning, *Adult Students, Aging (Individuals), Cognitive Style, Educational Gerontology, Experience, Individual Characteristics, Postsecondary Education, Student Attitudes, *Student Characteristics, *Teacher Student Relationship, Teaching Methods

When adult learners come to the learning program, they bring the individual "baggage" that they carry around–such as home problems, time constraints, employment problems, and positive or negative feelings about self. The baggage of an adult's life contains all that adults are, have been, and hope to be, as well as all that life means to them. Seven components that make up the nature of adults include: (1) age, experience, and self-concepts; (2) physical nature and aging developments; (3) philosophy and values; (4) emotions and memories; (5) motivation, attitudes, and interests; (6) culture, history, and preferences; and (7) intellectual abilities and perceptions. (Teacher hints and techniques to overcome problems that may arise because of baggage barriers are offered for each of these components.) (KC)

ED 291 953 CE 049 842

Dillaway, Manson P. Savage, Allan H.

Introducing the Microcomputer into Undergraduate Tax Courses.

Pub Date—88

Note—20p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accounting, *Business Education, Computer Assisted Instruction, *Computer Literacy, Computer Oriented Programs, *Curriculum Development, Higher Education, *Microcomputers, Program Development, *Taxes

Although accountants have used computers for tax planning and tax return preparation for many years, tax education has been slow to reflect the increasing role of computers in tax accounting. The following are only some of the tasks that a business education department offering undergraduate tax

courses for accounting majors should perform when developing a program to train accounting majors in the use of microcomputers: evaluate available tax software for educational purposes; identify the material in undergraduate tax courses that is suitable for presentation in electronic data processing format; develop instructional procedures for computer assignments; prepare sample cases and assignments that can be used for computer instruction in taxation, and develop testing strategies to evaluate student progress in computer use. The scope of these tasks might cover both tax planning and reporting functions for individual, corporate, S-corporation, partnership, trust, and estate income taxes and for transfer (estate and gift) taxes. Microcomputers can also make it possible to shift the emphasis of tax accounting courses away from tax compliance rules to tax planning (so as to minimize the amount of taxes due). Toward this end, instructors can place more emphasis on tax algorithms and tax planning problems. Computer problems might involve both discovery learning exercises (in which students write programs and/or spreadsheets) and tax computations for comprehensive tax return and planning problems. Failure to use microcomputers in undergraduate courses is a genuine disservice to students inasmuch as many of them will soon be expected to work in an environment in which computer skills are indispensable. (MN)

ED 291 954 CE 049 843
Campbell, Clifton P.
Instructional Materials for Vocational and Technical Education and Training Programs: A Resource Handbook.
Pub Date—Mar 88
Note—38p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Consortia, Cooperative Programs, Coordination, *Curriculum Development, *Instructional Materials, Military Organizations, National Organizations, Postsecondary Education, Professional Associations, Public Agencies, Publishing Industry, Regional Cooperation, Regional Planning, *Resource Materials, Secondary Education, Shared Resources and Services, State Departments of Education, *Statewide Planning, *Technical Education, *Vocational Education

This guide, which lists some of the main sources of existing instructional materials and resources, is intended for use by individuals seeking appropriate materials for inclusion in vocational and technical education and training programs. The following are covered in the individual sections of the guide: international organizations, national organizations, regional curriculum coordination centers, curriculum consortia, U.S. military organizations, U.S. government agencies, universities, state resources, state departments of education, professional associations, commerical publishers of books and audiovisual materials and equipment, manufacturers, guides to free materials, and guides to audiovisual materials. Where appropriate, the items listed are accompanied by annotations and/or names and addresses of contact persons. (MN)

ED 291 955 CE 049 844
Balint, Marilyn
Development of a Self-Paced Video Program To Teach Intravenous Therapy Techniques to Second Year Registered Nursing Students. Societal Factors Affecting Educations.
Pub Date—Feb 88
Note—49p.; Practicum paper, Nova University. For a related document, see ED 281 044.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, Course Content, *Film Production, Higher Education, Learning Modules, Material Development, *Medical Services, Nurses, *Nursing Education, Pacing, *Programed Instructional Materials, *Videotape Recordings
Identifiers—*Intravenous Therapy, *Long Beach City College CA

A self-paced video program was developed for the registered nursing faculty at Long Beach City College (California) to teach intravenous therapy techniques to second-year nursing students. The content of the Intravenous Therapy Video was determined based on a review of the literature and input from the advisory panel (four nursing department faculty members who served as experts to review the video development process). Materials were revised in accordance with the panel's recommendations and resubmitted for approval. The Media Services Department provided direction regarding the script, format, staging, and titles, and did the actual taping. The video is designed to be used by students in the learning center at the college. The use of a self-paced video program to complement the lecture/discussion method was found to be educationally sound; however, some intravenous procedures are best taught in another format and so were not included. Based upon the findings of this study, it was recommended that (1) the Intravenous Therapy Video be given consideration in any course in the registered nursing program where intravenous therapy is taught or reviewed; (2) the video be assigned in conjunction with the coursework module; and (3) students be asked to evaluate the effectiveness of the video. (The script for the video is included in this report.) (Author/KC)

ED 291 956 CE 049 845
Blankenbaker, E. Keith, Ed. Miller, Aaron J., Ed.
Technological Literacy: The Roles of Practical Arts and Vocational Education. Proceedings from an International Symposium on Technological Literacy (Columbus, Ohio, May 13-15, 1987).
Ohio State Univ., Columbus. Coll. of Education.
Pub Date—87
Note—240p.; Co-sponsored by the American Vocational Association, the International Technology Education Association, the International Vocational Education and Training Association, and the National Center for Research in Vocational Education.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Curriculum Development, Educational Needs, Foreign Countries, Needs Assessment, Postsecondary Education, *Practical Arts, School Role, Secondary Education, Statewide Planning, *Teacher Education, *Technological Advancement, *Technological Literacy, *Vocational Education
Identifiers—China, New York

The following papers are included: "Technological Literacy: What? Why? For Whom?" (Kranzberg); "Techniliterate vs. Techniliterate (There's an L of a Difference)" (Stone); "International Perspectives on Technological Literacy" (Dyrenfurth); "Technology and the Liberal Arts: Are We Producing Technopeasants?" (Brockway); "Study on the Justification of Technology Education as General Education" (Chang); "A Case for Technological Literacy" (Martin); "Technology: The Newest Liberal Arts" (Kowal); "The Underside of Technological Literacy" (Pilotta); "Impacts of Technology" (Balistreri); "Christian Relational Theology as a Framework for Assessing for Moral and Social Implications of Technology" (Arnett, Ramer); "Social Consequences of Technological Innovation" (Pucciano); "Sociotechnical Literacy: An Alternative to the Technological Perspective" (Pratzner); "A Global Model of Technological Literacy" (Hameed); "Defining, Determining, and Contributing to Technological Literacy: Getting There from Here Using the Technology of a Research Paradigm" (White); "What Price Progress? The Social Impact of Technology on Society" (Meyers); "An International Study of Curricular Organizers for the Study of Technology" (Barnes); "An Instructional Model for Electronics Technology in the Republic of China" (Shih); "'Jackson's Mill' and 'Industry and Technology Education' Project Reports as a Guide for Organizing Content for Technology Education" (Wright); "The Future of Work in America: Workers, the Workplace, and Technological Literacy" (Charner); "New Technology, New Lifestyles, and the Implications of Preservice and Inservice Vocational Teacher Education" (Worms, Worms); "Technology and Education: The Appropriate Threads for a Computer Tapestry" (Thomas); "Computer Literacy: An Essential Element of Technological Literacy" (Welty); "Computer Anxiety Levels Related to Computer Use and Teacher Inservice Educational Needs" (Malpiedi); "Energy Literacy: The Changing of Cocksure Ignorance to Thoughtful Uncertainty" (Singletary); "Florida's Assessment of Vocational Teachers' Training Needs: The First Step in a Five-Year Statewide Inservice Plan" (Patterson); "The Impact of Computer Technology on Graphic Communication" (Boyer, Bertoline); "Dichotomies, Relationships and the Development of Technological Literacy" (DeVore); "Technology's Impact on Education: Don't Leave It to Chance" (Harris); "Implications: Technological Literacy and Vocational Education Service Areas" (Ressler); "Machine Vision Literacy" (Andrews); "Technology Education in New York State" (Hacker); "Technological Literacy: Roles for Practical Arts and Vocational Education" (Maley); and "Technological Literacy: The Role of Vocational Education" (Moss). (MN)

ED 291 957 CE 049 846
Crow, Dennis W. And Others
A Step-by-Step Guide to Integrating Science Concepts and Vocational Skills in the High School Classroom: The Sandy Union High School Experience.
Sandy Union High School District 2, OR.
Spons Agency—Oregon State Dept. of Education, Salem.
Pub Date—Sep 86
Note—14p.; This document is printed on tan-colored paper.
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advisory Committees, *Curriculum Development, *Environmental Education, *Fused Curriculum, High Schools, *Interdisciplinary Approach, Program Development, Program Evaluation, Program Implementation, Records (Forms), Science Activities, *Science Curriculum, Teacher Selection, *Vocational Education
Identifiers—*Sandy Union High School District 2 OR

This guide is intended for use by vocational instructors wishing to integrate environmental science concepts and vocational skills in their high school classrooms. The first section recounts the process of developing an integrated environmental science-vocational education program at Sandy Union High School in Sandy, Oregon. Planning a combined program is the subject of the second section, which explains the processes involved in the following four program planning steps: conducting a survey, brainstorming with teachers, zeroing in on a "combined course," and surveying students. Criteria for selecting teachers are discussed next. The importance of selecting teachers who (1) can be flexible, (2) are compatible with teachers who are not from their own discipline, (3) have solid backgrounds in their own field, and (4) are student-directed in the sense that they consider student outcomes to be central to instruction, is one of the keys to success. A section on overseeing the program stresses the crucial nature of community support and explains the advantages of having a program advisory committee. Guidelines for assessing the program's success are presented. A sample completed topic analysis, breakdowns of the science and vocational skills addressed in the student/project goals, and a sample environmental science questionnaire and student profile instrument are included. (MN)

ED 291 958 CE 049 847
Lopez-Valadez, Jeanne, Ed. Pankratz, David, Ed.
VESL for Data Entry: A Competency-based Curriculum Guide. Project OSCAER.
Northwest Educational Cooperative, Arlington Heights, IL.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—Sep 87
Contract—100AH60026
Note—149p.; For related documents, see CE 049 848-849.
Available from—Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, Competency Based Education, Data Processing Occupations, Equipment Utilization, *Fused Curriculum, Job Skills, *Keyboarding (Data Entry), *Language Skills, Learning Activities, Office Machines, *Office Occupations Education, Performance Tests, Secondary Education, *Second Language Instruction, Second Language Learning, Student Evaluation, Vocabulary, *Vocational English (Second Language)

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in data entry. The introductory section examines assumptions

about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification, function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary pertaining to the identification and operation of data entry equipment and data entry activities. The fifth chapter lists print materials for data entry and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

ED 291 959 CE 049 848

Lopez-Valadez, Jeanne, Ed. Pankratz, David, Ed.

VESL for Heating and Air Conditioning: A Competency-based Curriculum Guide. Project OSCAER.

Northwest Educational Cooperative, Arlington Heights, IL.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 87

Contract—100AH60026

Note—167p.; For related documents, see CE 049 847-849.

Available from—Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Air Conditioning, Air Conditioning Equipment, Behavioral Objectives, Competency Based Education, Electricity, Electronic Control, Equipment Maintenance, Fused Curriculum, *Heating, Job Skills, *Language Skills, Learning Activities, Performance Tests, Refrigeration, Secondary Education, *Second Language Instruction, Second Language Learning, Student Evaluation, *Trade and Industrial Education, Vocabulary, *Vocational English (Second Language)

Identifiers—Soldering

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in heating and air conditioning. The introductory section examines assumptions about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification, function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary, covers the following topics: safety and tools, soldering and silver brazing, electricity, refrigeration systems and their maintenance, refrigeration/air conditioning troubleshooting and repair, electrical controls, and basic (gas) heating. The fifth chapter lists print materials for heating and air conditioning and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

ED 291 960 CE 049 849

Lopez-Valadez, Jeanne, Ed. Pankratz, David, Ed.

VESL for Cooking: A Competency-based Curriculum Guide. Project OSCAER.

Northwest Educational Cooperative, Arlington Heights, IL.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Sep 87

Contract—100AH60026

Note—193p.; For related documents, see CE 049 847-848.

Available from—Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.

Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Competency Based Education, *Cooking Instruction, Foods Instruction, *Fused Curriculum, *Home Economics, Job Skills, *Language Skills, Learning Activities, Performance Tests, Safety, Sanitation, Secondary Education, *Second Language Instruction, Second Language Learning, Student Evaluation, Vocabulary, *Vocational English (Second Language)

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in cooking. The introductory section examines assumptions about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification, function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary, covers the following topics: safety, sanitation, preparation procedures, cooking procedures, and baking. The fifth chapter lists print materials for cooking and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

ED 291 961 CE 049 851

Schuster, Michael And Others

The Age Discrimination in Employment Act: An Evaluation of Federal and State Enforcement, Employer Compliance and Employee Characteristics. A Final Report to the NRTA-AARP Andrus Foundation.

Syracuse Univ., N.Y. All-University Gerontology Center.

Spons Agency—American Association of Retired Persons, Washington, DC. Andrus Foundation.

Pub Date—30 Jun 87

Note—403p.

Available from—Employment Studies Institute, School of Management, Syracuse University, Syracuse, NY 13244-2130 ($50.00).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Age Discrimination, *Compliance (Legal), *Dismissal (Personnel), *Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, Older Adults, *Personnel Evaluation, Personnel Policy, Promotion (Occupational)

Identifiers—*Age Discrimination in Employment Act 1967, Equal Employment Opportunity Commission

A study evaluated the effects of the Age Discrimination in Employment Act (ADEA) in: (1) the operation of the ADEA in federal courts; (2) the role of performance appraisal in age discrimination suits; (3) the enforcement of the ADEA by the Equal Employment Opportunity Commission (EEOC); (4) factors associated with complaints brought under the law in eight states–New York, Wisconsin, Illinois, New Jersey, Nebraska, Connecticut, Georgia, and Maryland; and (5) retaliation against older workers who filed complaints. Content analysis, legal case analysis, standard statistical analysis of data sets, and survey research methodologies were used in the investigation. Almost 300 federal court cases were analyzed; among the findings were that the filing of claims under the ADEA has been dominated by white males, especially managerial and professional personnel, with 54 percent filed by employees between the ages of 50-59. Older workers usually filed suit only when separated from their jobs. Nationally, employers were victorious 68 percent of the time. In regard to performance appraisal, employers were successful in defending themselves 78 percent of the time, especially if they used standard appraisal methods. The study also found that the majority of employee claims were not upheld by the EEOC, especially in more recent years. Actions in the states studied mirrored the federal findings, although some actions varied among them. Some evidence of retaliation was found. (Extensive appendices include case analysis coding forms, the questionnaire, and respondents' comments.) (KC)

ED 291 962 CE 049 853

Fallek, Max

How To Set Up Your Own Small Business. Volumes I-II and Overhead Transparencies.

American Inst. of Small Business, Minneapolis, MN.

Report No.—ISBN-0-939069-01-6

Pub Date—88

Note—726p.; For related documents, see CE 049 854-857.

Available from—American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 (Volumes I-II: $105.00, 10 or more–$55.00; transparencies: $115.00, 3 or more–$103.50).

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Accounting, Advertising, Bookkeeping, Business Administration, *Business Education, Decision Making, *Entrepreneurship, Financial Support, Insurance, Legal Responsibility, *Marketing, Personnel Management, Planning, Policy Formation, Postsecondary Education, Publicity, Public Relations, Purchasing, Retailing, Salesmanship, Secondary Education, *Small Businesses

This two-volume textbook and collection of overhead transparency masters is intended for use in a course in setting up a small business. The following topics are covered in the first volume: getting off to a good start, doing market research, forecasting sales, financing a small business, understanding the different legal needs of different types of firms, getting a small business organized, advertising, developing and conducting effective publicity and public relations campaigns, and purchasing the correct supplies from the correct suppliers. The second volume includes units on the following topics: bookkeeping fundamentals, accounting, business policies, techniques of selling, insurance needs, self-improvement, personnel management, business plans and procedures for developing them, pitfalls and helpful hints, and techniques for staying on the road to success. Each of the individual units contains some or all of the following: an introduction to the chapter (including an outline of the topics to be covered); instructional text; sample questionnaires, forms, and exhibits; annotated lists of information sources; and a chapter summary. (MN)

ED 291 963 CE 049 854

How To Set Up Your Own Small Business. Study Guide.

American Inst. of Small Business, Minneapolis, MN.

Pub Date—88

Note—107p.; For related documents, see CE 049 853-857.

Available from—American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 ($17.95; 10 or more–$16.15).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accounting, Advertising, Bookkeeping, Business Administration, *Business Education, Decision Making, *Entrepreneurship, Financial Support, Insurance, Legal Responsibility, *Marketing, Personnel Management, Planning, Policy Formation, Postsecondary Education, Publicity, Public Relations, Purchasing, Retailing, Salesmanship, Secondary Education, Site Selection, *Small Businesses

This study guide is intended for use with the separately available entrepreneurship education text "How To Set Up Your Own Business." The guide includes student exercises that have been designed to accompany chapters dealing with the following topics: determining whether or not to set up a small business, doing market research, forecasting sales, selecting a site, financing a small business, understanding the different legal needs of different types

of firms, getting a small business organized, advertising, developing and conducting effective publicity and public relations campaigns, purchasing the correct supplies from the correct suppliers, bookkeeping, accounting, establishing sound business policies, selling, assessing insurance needs, improving oneself, managing personnel, developing a business plan, and avoiding the pitfalls facing owners of small businesses and staying on the road to success. (MN)

ED 291 964 CE 049 855
How To Set Up Your Own Small Business. Study Guide Keyed.
American Inst. of Small Business, Minneapolis, MN.
Pub Date—88
Note—68p.; For related documents, see CE 049 853-857.
Available from—American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 ($17.95; 10 or more-$16.15).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Accounting, Advertising, Bookkeeping, Business Administration, *Business Education, Decision Making, *Entrepreneurship, Financial Support, Insurance, Legal Responsibility, *Marketing, Personnel Management, Planning, Policy Formation, Postsecondary Education, Publicity, Public Relations, Purchasing, Retailing, Salesmanship, Secondary Education, Site Selection, *Small Businesses
This study guide, which includes the answers to student exercises included in it, is intended for use with the separately available entrepreneurship education text "How To Set Up Your Own Business." The guide includes student exercises and answers that have been designed to accompany chapters dealing with the following topics: deciding whether or not to set up a small business, forecasting sales, financing, assessing the different legal needs of different types of businesses, developing and conducting effective publicity and public relations campaigns, purchasing the correct supplies from the correct suppliers, bookkeeping, accounting, selling, assessing insurance needs, managing personnel, developing a business plan, and staying on the road to success. (MN)

ED 291 965 CE 049 856
Fallek, Max
How To Set Up Your Own Small Business. Service Company Case Study. Manufacturing Firm Case Study. Retail Store Case Study.
American Inst. of Small Business, Minneapolis, MN.
Pub Date—87
Note—46p.; For related documents, see CE 049 853-857.
Available from—American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 ($15.00; 10 or more-$13.50).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Business Administration, *Business Education, Case Studies, Credit (Finance), Decision Making, Employer Employee Relationship, *Entrepreneurship, Facility Planning, Facility Requirements, Financial Support, Learning Activities, *Manufacturing, Marketing, Money Management, Personnel Management, Postsecondary Education, *Retailing, Secondary Education, Self Evaluation (Individuals), *Service Occupations, Site Selection, *Small Businesses
This collection of case studies is intended for use in a course in setting up a small business. The first, a case study of the process of setting up a service company, covers analyzing the pros and cons of starting one's own business, assessing the competition and local market, and selecting a site for and financing the business. The principal advantages and disadvantages of starting a small business, market and trade area analysis, types of business organization, facility and equipment requirements, and methods of obtaining financing are addressed in the case study of setting up a manufacturing firm. The third case study, which deals with establishing a retailing firm, covers the steps involved in deciding whether or not to establish a small business, market and trade area analysis, operations, finance, competition, and methods of determining the numbers and types of employees that will be needed. (MN)

ED 291 966 CE 049 857
Entrepreneurship and Small Business Course Outline.
American Inst. of Small Business, Minneapolis, MN.
Pub Date—87
Note—6p.; For related documents, see CE 049 853-856.
Available from—American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 (free).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Business Education, *Course Content, Course Descriptions, *Entrepreneurship, Postsecondary Education, *Small Businesses
This course outline is intended as a guide to using the American Institute of Small Business' text entitled "How To Set Up Your Own Small Business." The outline, which is based on a 20- or 21-week course cycle, is organized around the following topics: the nature of small business and entrepreneurship; sources of information about entrepreneurship and small business; site selection; methods of predicting the success of a small business; ways of financing a business; legal needs of different types of business organizations; business plans; procedures entailed in purchasing supplies, inventory items, raw materials, and services; advertisement; public relations and salesmanship; bookkeeping; accounting; personnel management and self-improvement; policy and problem-solving needs of small businesses; procedures in conducting a business plan review; and pitfalls and helpful hints. (MN)

ED 291 967 CE 049 863
Lyke, Robert F.
Employer Education Assistance: A Brief Discussion of Current Legislation and Issues. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
Spons Agency—Congress of the U.S., Washington, D.C.
Report No.—CRS-88-202-EPW
Pub Date—11 Mar 88
Note—21p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Compensation (Remuneration), Federal Government, *Federal Legislation, *Fringe Benefits, Higher Education, *Student Financial Aid, *Tax Deductions, *Taxes
An Internal Revenue Code provision (section 127) that allows taxpayers to exclude from gross income the amounts their employer paid for their education expired at the end of 1987. Several bills have been introduced in the 100th Congress to reauthorize section 127. Without the exclusion, individuals may have to pay taxes on such assistance unless the education meets more stringent tests for an employee business expense deduction. The debate over whether the provision should be reauthorized involves issues of administrative burden, taxpayer equity, investment in human capital, and federal revenue loss. (Author/YLB)

ED 291 968 CE 049 864
Boucouvalas, Marcie
Adult Education in Greece. Monographs on Comparative and Area Studies in Adult Education.
British Columbia Univ., Vancouver. Centre for Continuing Education.
Report No.—ISBN-0-88843-137-6
Pub Date—88
Note—158p.
Available from—Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia, Canada V6T 2A4 ($15.00).
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, Adult Educators, Adult Programs, Adult Students, Area Studies, Comparative Education, *Cultural Context, Delivery Systems, *Educational Change, *Educational History, Educational Objectives, Educational Research, Family Life Education, Females, Foreign Countries, Futures (of Society), International Studies, *Lifelong Learning, Nonformal Education, Postsecondary Education, Professional Continuing Education, Student Characteristics, Womens Studies
Identifiers—*Greece
This monograph is intended to foster an understanding of the history, context, and current status of adult education in Greece. The first part, which is devoted to the history of lifelong learning and adult education in Greece, consists of two chapters. The first chapter examines ancient and medieval Greece, and the second one covers the history of adult education from 1821 until the present. The second part of the book covers adult education in Greece today. The following topics are covered in the six chapters included in Part 2: the present economic, social, and political framework of adult education in Greece (the economic, social, and government background; the party platform and government program; 5-year economic and social development plans; the 1983-1987 plan for modernization, decentralization, and participation; and targeted development pertinent to adult education); adult education agents and related social structures (leadership and operating systems; formal, nonformal, and informal education; providers of adult education; and the role of the peace movement and peace education); learners in adult education, client systems, targeted groups, and self-help programs; adult education as a field of study; international contacts; and future prospects and potential. References, footnotes, a transliteration table, a list of acronyms, and an index complete the monograph. (MN)

ED 291 969 CE 049 867
Indians and Adult Basic Education: A Handbook.
North Carolina Commission of Indian Affairs, Raleigh.
Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date—Jun 87
Note—39p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, *American Indians, Dropout Prevention, Educational History, High School Equivalency Programs, *Literacy Education, Program Development, Student Motivation, Student Recruitment, Tribes
Identifiers—*General Educational Development Tests, *North Carolina
This document offers guidance to educators concerned with enhancing recruitment, retention, and graduation of American Indian adult students, especially in North Carolina. Following a summary and recommendations of the project committee, the guide traces the history of the Indian communities from 1900 to the present and outlines the educational background of Indians in North Carolina. Then, suggestions for effective program development for Indians are provided in the areas of recruitment, retention, motivation, and graduation. Extensive appendixes list contributing organizations; describe Pembroke State University–which was founded as an Indian school; describe the various communities of North Carolina Indians; provide a student self-assessment questionnaire and a suggested reading list; offer some ways for teachers to compliment students; and discuss the benefits to students of passing the General Educational Development Tests. (KC)

ED 291 970 CE 049 868
Chaplin, Tony Drake, Keith
American Experience of Accreditation of Employer-Provided Training. Paper No. 4.
Consortium for Advanced Continuing Education and Training, Manchester (England).
Spons Agency—Department of Education and Science, London (England).
Report No.—ISBN-1-870035-03-8
Pub Date—Jun 87
Note—87p.; A PICKUP (Professional Industrial and Commerical Updating) Program.
Available from—CONTACT, Enterprise House, Manchester Science Park, Lloyd Street North, Manchester M15 4EW, United Kingdom (3.65 British pounds).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, Adult Education, *College Credits, *Corporate Education, Evaluation Criteria, Evaluation Methods, Policy Formation, Postsecondary Education
Identifiers—*United States
A study examined the American experience of accrediting employer-provided training. Interviews were conducted with 16 persons: 2 representatives

of accrediting agencies, 9 representatives of employers with accredited training programs, and 5 persons with expertise in a closely related field. Based on these interviews, it appeared that where there are close analogues for an employer-provided training course it can be evaluated for academic equivalence. A sizable percentage of employer-provided training is, however, focused primarily on job competence and other corporate objectives. This renders many such courses unsuitable for assessments that are based on the academic criteria and language that are fundamental to accrediting agencies. Many of those interviewed felt that recommendation for college credit is a successful way of improving access to academic institutions, motivating employees by enabling them to acquire academic qualifications in the absence of other professional recognition, and enhancing the morale and quality of some corporate training departments. Penetration of accreditation into the area of employer-provided training has, to date, been very limited in relation to the total amount of such training provided. Although an increase in the number of programs accredited is anticipated, the rate of increase is not expected to be very great. It appears that a policy of awarding industry credit would reflect the objectives and nature of most employer-provided training in a way that college credit can never do. (Appendixes include an outline of the conduct of the study and recommended accreditation program policies and procedures.) (MN)

ED 291 971 CE 049 870
Pratzner, Frank C.
Vocational Teacher Education: A Survey of Preservice and Inservice Preparation.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—200p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Basic Skills, *Beginning Teachers, Classroom Techniques, *Educational Improvement, Educational Needs, *Exceptional Persons, Program Effectiveness, Secondary Education, Teacher Attitudes, *Teacher Education, Teacher Qualifications, Teaching Methods, Vocational Education, *Vocational Education Teachers

In order to measure the preservice and inservice preparation of vocational education teachers, a mail survey was conducted of beginning vocational teachers' perceptions of their competencies and preparation for teaching–especially their preparation for teaching basic skills and special student populations. The survey population included 740 beginning teachers (a 32 percent response), 69 preservice preparation programs (a 61 percent response), and 530 local school administrators or mentors (a 23 percent response). The study found that vocational teacher preservice preparation gives little or modest attention to preparation for teaching basic skills and special student populations. The majority of beginning vocational teachers received no inservice preparation during their first year of teaching, and the small amount of inservice education that was offered was judged by them as being only somewhat effective. Apparently, such recent developments as "induction year programs" and first-year mentoring and assistance programs for teachers are yet to be implemented in secondary vocational education. Recommendations were made for upgrading teacher education programs by including more liberal arts and more preparation for teaching basic skills and special populations, as well as by having colleges and high schools work together to provide more student experience and inservice programs for beginning teachers. Basic skills competency testing of preservice teachers also seems desirable and inevitable. (KC)

ED 291 972 CE 049 871
Campbell, Paul B. And Others
Antecedents of Training-Related Placement.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—77p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Benefits, Educational Research, *Education Work Relationship, *Employment Patterns, Graduate Surveys, *High School Graduates, High Schools, *Job Placement, *Relevance (Education), *Vocational Education, Vocational Followup

A study investigated the circumstances and conditions that influence the decision to take a training-related position. The primary objective of the study was to produce information on the environmental conditions and personal characteristics associated with training-related placement. Data from the National Longitudinal Survey of Labor Market Experience-Youth Cohort and from the High School and Beyond survey were analyzed using cross-tabular and multivariate regression techniques. Descriptive findings suggested that the training-related placement rate for the first and current job after high school graduation was about 42 percent; on the average, high school vocational graduates held training-related jobs 48 percent of the total time they were employed. Multivariate analyses suggested that: high grades in the vocational specialty were positively correlated with training-related placement; and gender remained one of the strongest predictors of earnings despite training-related placement. Other findings were that: substantial concentration in a vocational specialty was one of the most influential factors in getting and keeping a training-related job, and the trade and industrial specialty was also associated consistently with holding a training-related job. The lack of consistent results for gender and race/ethnicity suggested that the problem of getting and holding a training-related job was general for male vocational graduates and not, as with women, applicable to specific sub-groups. (Additional data are appended.) (YLB)

ED 291 973 CE 049 872
Campbell, Paul B. And Others
Dynamics of Vocational Education Effects on Labor Market Outcomes.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—72p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Benefits, Educational Research, *Education Work Relationship, *Employment Patterns, Graduate Surveys, High School Graduates, High Schools, Longitudinal Studies, Outcomes of Education, Success, *Vocational Education, Vocational Followup

An analysis assessed the effects of a high school vocational curriculum over time as labor market experience accumulates. Since two additional years of labor market experience had become available for respondents to the National Longitudinal Survey of Labor Market Experience-Youth Cohort (NLS-Youth) and longer trends of effects could be observed, the study replicated the exact specifications of an earlier analysis and added the dimension of expected lifetime earnings. Data were from the NLS-Youth and High School and Beyond databases. Findings indicated that vocational education provided, in the short term, a direct wage advantage for vocational students. The advantage became indirect as time in the labor market accrued and appeared to operate through increased hours of work and fuller employment rather than differential wage rates. An optimum mix between vocational and academic courses in terms of lifetime earnings was characterized by moderate rather than heavy concentration in vocational education. An alternative theoretical model of the net societal effects of the vocational curriculum was evaluated. It did not appear to be adequate for evaluating the effects of vocational education because several of its key assumptions did not hold when tested by the available data. The analysis associated with this model testing suggested, however, that the pronounced effects of training-related placement operate not through training, but through assisting the vocational graduate in selecting a better-paying job. (YLB)

ED 291 974 CE 049 875
Food Preparation. I: Food Facts for Home. II: Facts about Foodservice.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—86
Note—135p.
Available from—Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, OH 45214 ($4.95).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Cooking Instruction, *Food, *Food Service, *Foods Instruction, Food Standards, *Home Economics, Learning Activities, Learning Modules, Lesson Plans, *Nutrition, Safety, Sanitation, Secondary Education

This package is intended for use in home economics classes focusing on nutrition and food preparation and service. The teaching guide is divided into two parts. The first centers on selected first-time facts on nutrition, meal planning, and basic food preparation skills. It includes modules on nutrition, meal management, initial steps in food preparation, baking and frying skills, and microwave cooking. The second part combines basic food preparation skills with food service career awareness. It includes modules on long-term career opportunities in the food service industry; food service responsibilities; career planning; basic food preparation skills (deep frying, pan frying, grilling, salad making, and coffee making); fats and oils used in food service; and food service sanitation and safety. Each part of the guide also contains program objectives, a description of the target audience for which the part has been developed, timing, teaching suggestions, ideas on using values clarification as a technique to develop career awareness, student worksheets, and transparency masters. Food and kitchen safety checklists are also included. (MN)

ED 291 975 CE 049 876
The How To Clean Kit. Making Easier Work of Laundering, Cleaning and Dishwashing.
Procter and Gamble Educational Services, Cincinnati, OH.
Report No.—ISBN-0-938973-00-2
Pub Date—86
Note—335p.
Available from—Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, OH 45214 ($8.95).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Cleaning, *Dishwashing, *Home Economics, *Household Workers, *Housekeepers, *Laundry Drycleaning Occupations, Learning Activities, Lesson Plans, Secondary Education, Worksheets

This package contains a handbook explaining how to make laundering, cleaning, and dishwashing easier; a guide for using the handbook with secondary students, youth groups, adult groups, and students enrolled in teacher preparatory classes; a set of worksheets designed to reinforce concepts introduced in the guide; and four charts. The following topics are covered in the handbook: how to accentuate the positives, save time, and get better results when doing housekeeping chores; how to choose the correct cleaning and laundry product; how to organize laundering; how to clean hard surfaces; how to plan for better dishwashing; how cleaning products are created; frequently asked cleaning questions and their answers; and colorful legends about the accidental discovery of soap and the origin of more recent cleaning products. The teacher guide contains separate lesson plans and discussion guidelines for use with inexperienced (beginning) and experienced (advanced) groups. Each of these sets of lesson plans contains unit-by-unit objectives, lists of support materials, lesson preparation suggestions, guidelines for conducting the lesson, and evaluation criteria and methods. Posters deal with the following topics: information on cleaning product packages, a general schedule for home and clothing care tasks, helpful cleaning and dishwashing hints, and removal of common stains from washable fabrics. (MN)

ED 291 976 CE 049 881
Smith, Janet, Ed.
People and Technology: Investing in Training for Europe's Future. A Joint EEC and MSC Conference Report. Volume I. EUROTECHNET Series No. 1.
Commission des Communautes Europeennes (Luxembourg).
Report No.—ISBN-90-70776-20-0
Pub Date—87

Note—70p.; Report of a conference sponsored by the Commission of the European Communities and the Manpower Services Commission (London, England, November 25-27, 1986). For volume II, see CE 049 882.
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Education, Corporate Education, Economic Development, Employment Programs, Employment Qualifications, Foreign Countries, *Futures (of Society), Information Science, Job Development, Job Training, Postsecondary Education, Productivity, *Program Development, Program Improvement, Public Policy, Regional Cooperation, Regional Planning, Retraining, School Business Relationship, Social Change, *Technical Education, *Technological Advancement, *Training Methods
Identifiers—*Europe, France, United Kingdom, West Germany
The conference "People and Technology: Investing in Training for Europe's Future" was the largest combined conference and exhibition ever launched by the European Community in the field of vocational training. The major themes discussed during the course of the conference were the future of training and work in light of technological change; education, training, and technological change in industry; job creation and new ways of working; the effects of the new technologies on educational, business, and training activities; training and technology policies for Europe's future; the impact of new technology on education and updating; new technologies and young people's future working lives; and investment in enterprise and job creation. The first of four parts outlines the major goals of the conference and the major action areas discussed by the conference participants. Part II consists of summaries of the main speeches delivered, and Part III summarizes the round table discussions and forums that were held on the following topics: the effects of the new technologies on educational, business, and training activities; basic education, training, and employment; new training materials and new qualifications; new technologies and enterprise creation; the impact of technological training on productivity and competition; management training for change; education and industry partnerships; and enterprise creation. Part IV is a report on the conference exhibition. (MN)

ED 291 977 CE 049 882
People and Technology: Investing in Training for Europe's Future = L'Homme et la Technologie: Investir dans la Formation pour l'Avenir de l'Europe = Menschen und Technologie: Fur Europa's Zukunft in Ausbildung Investieren. Volume II. EUROTECNET Series No. 2.
Commission des Communautes Europeennes (Luxembourg).
Report No.—ISBN-90-70776-21-9-Vol-2
Pub Date—[87]
Note—92p.; Papers presented at a conference sponsored by the Commission of the European Communities and the Manpower Services Commission (London, England, November 25-27, 1986). For volume I, see CE 049 881.
Language—English; French; German
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, Corporate Education, Economic Development, Employment Programs, Employment Qualifications, Foreign Countries, *Futures (of Society), Information Science, Job Development, Job Training, Postsecondary Education, Productivity, *Program Development, Program Improvement, Public Policy, Regional Cooperation, Regional Planning, Retraining, School Business Relationship, Social Change, *Technical Education, *Technological Advancement, *Training Methods
Identifiers—*Europe, France, United Kingdom, West Germany
The following papers are included in this volume: "Technological Change: The Future of Training and Work" (Lord Young of Graffham); "L'Education, la Formation et l'Evolution Technologique dans l'Industrie" (Mathias Hinterscheid); "Education, Training, and Technological Change in Industry" (Philippe Meyer); "Technologischer Wandel: Schaffung von Arbeitsplatzen und Innovation in der Arbeitswelt" (Ulrich Gruber); "Formation et Nouvelles Technologies, Strategies pour l'Avenir" (Manuel Marin); "Education and Updating: The Impact of New Technologies" (Kenneth Baker); "New Technology Training and Access to Jobs, Policies for Employment" (Geoffrey Holland); "Information Technology and Investment in Training" (Lord Lucas of Chilworth); "Comment Developper de Nouvelles Qualifications?" (Bertrand Schwartz); and "New Technology Corporate Investment and Job Creation" (Herbert Christie). English language summaries of these papers are provided in volume I. (MN)

ED 291 978 CE 050 262
High School and Beyond: Local Labor Market Indicators [machine-readable data file].
SMB Economic Research, Inc., Washington, DC.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Report No.—EF-000018
Pub Date—82
Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), Washington, DC 20208. Telephone: (800) 424-1616. (SAS file or SPSS-X file: $150).
Pub Type— Machine-Readable Data Files (102)
Document Not Available from EDRS.
Descriptors—*Employment Opportunities, Employment Statistics, High Schools, *Income, *Labor Market, *Local Norms, Metropolitan Areas, National Surveys, Sampling, State Surveys, Statistical Surveys, *Unemployment, *Wages
Identifiers—*High School and Beyond (NCES)
The High School and Beyond (HS&B) Local Labor Market Indicators machine-readable data file (MRDF) provides various measures of the conditions of the local labor market in the geographic areas in which the 1,015 HS&B sample high schools are located. The data are presented in such a way as not to reveal the identities of the participating individuals, schools, and geographic areas. The data are arranged by and tied together solely by the random HS&B school identification code (IC) numbers, that permit the data to be merged with other HS&B files. The basic data were obtained from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA). BLS provided wage data and employment data for counties, standard metropolitan statistical areas (SMSAs), and states, for 1980, 1981, and 1982. BEA provided personal income data for counties, SMSAs, and states, for 1980 and 1981. Each of the 1,015 records contain 55 variables, e.g., unemployment rates, employment growth percentages, population, percentage of population employed, annual growth rate of personal income, per capita personal income. Comparisons are provided between the data for each area and the national average for the data for the same period. POPULATION: High Schools (24,725). SAMPLE: High Schools (1,015). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: Household Members, Employers, State Unemployment Offices. FREQUENCY: Once. YEAR OF FIRST DATA: 1980. (CDM)

CG

ED 291 979 CG 020 586
Johnson, Melanie K. Hutchinson, Roger L.
Effects of Family Structure on Children's Self-Concepts.
Pub Date—18 Dec 87
Note—15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986). For related document, see CG 020 587.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, *Family Structure, Nuclear Family, One Parent Family, Secondary Education, *Secondary School Students, *Self Concept, Self Evaluation (individuals), Sex Differences, Stepfamily
The number of nontraditional families, including single-parent families and stepfamilies, in America has been steadily increasing. This study was conducted to examine the effects of family structure (intact, stepparent, and single-parent) on children's self-concepts using Parish and Parish's Personal Attribute Inventory for Children (PAIC). The PAIC and a demographic questionnaire were completed by 199 students in grades 7 through 12 attending a university-related laboratory school. Twenty-four students were from stepfamilies, 32 were from single-parent families, and 143 were from intact families. The results revealed no statistically significant differences in how the children in the three different family structures perceived themselves. Although a trend was noted for students from stepfamilies to check fewer positive adjectives on the PAIC, their means did not differ significantly (.05 level) from the means of children from single-parent or intact families. There were no significant differences by sex for the number of positive adjectives checked by respondents. A difference was found as a function of grade level, with the mean number of positive adjectives checked being lowest for students in grades 9 and 10. (NB)

ED 291 980 CG 020 587
Hutchinson, Roger L. And Others
The Effects of Family Structure on Institutionalized Children's Self-Concepts.
Pub Date—18 Dec 87
Note—16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986). For related document, see CG 020 586.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Children, *Family Structure, *Institutionalized Persons, Intermediate Grades, Nuclear Family, One Parent Family, Secondary Education, *Self Concept, Self Evaluation (Individuals), Sex Differences, Stepfamily, Student Attitudes
The number of nontraditional families, including single-parent families and stepfamilies, in America has been steadily increasing. This study was conducted to examine the effects of family structure (intact, stepparent, and single-parent) on institutionalized children's self-concepts using Parish and Taylor's Personal Attribute Inventory for Children (PAIC). The PAIC and a demographic questionnaire were completed by 166 students in grades 5 through 12 who were residing in a state-operated children's home. Fifty-one students were from intact families, 54 were from stepfamilies, and 61 were from divorced-single parent families. No significant differences in self-concept scores by sex were found, although females from each family type scored higher than did male counterparts. A trend was noted for students from single-parent families to check fewer positive adjectives on the PAIC; their mean scores, however, did not differ significantly (.05 level) from the means of children from intact families or stepfamilies. Further analyses revealed that children from intact families were significantly more likely to describe themselves as happy, kind, and nice than were children from stepfamilies or from single-parent families. Children from stepfamilies were significantly more likely to describe themselves as brave, fairminded, honest, and wise than were children from either intact or single-parent families. (NB)

ED 291 981 CG 020 588
Lisman, Stephen A. And Others
External versus Internal Control of Beverage Consumption in Males at Risk for Alcoholism.
Pub Date—Nov 87
Note—11p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (21st, Boston, MA, November 12-15, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcoholism, Behavior Patterns, College Students, *Cues, *Drinking, *Family History, Higher Education, *High Risk Persons, Individual Differences, Males, Psychological Patterns, *Responses
Alcohol researchers have sought to characterize the relationship between cue responsivity and alcohol consumption by alcoholics. This study used the beverage tasting paradigm to test for differences in cue responsivity in adolescent sons of alcoholics. It was hypothesized that, compared to sons of nonalcoholics, sons of alcoholics would be more insensitive to internal cues to drinking nonalcoholic beverages and more sensitive to external cues to drinking. Subjects were 36 nonalcoholic male college students, matched for current drinking practices, who were randomly assigned to either a preload or a no preload condition. Seventeen subjects were identified through family histories as high-risk because of paternal alcoholism. Presence

or absence of internal cues related to drinking was manipulated by withholding or administering, respectively, preloads of 16 to 20 ounces of water. All subjects were then given orange juice and grapefruit juice to drink. The results revealed a significant interaction between risk group and preload condition, confirming the internality hypothesis. Sons of alcoholics drank significantly more juice following a water preload than did sons of nonalcoholics. The externality hypothesis was not supported. These findings suggest that a non-alcohol-specific "deficit" in responsivity to internal cues related to beverage consumption may be a risk factor for the development of alcoholism. (NB)

ED 291 982 CG 020 589
Deady, John White, Winifred Parker
A Response to Factory Closings: A Career Development Approach.
Pub Date—87
Note—13p.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Counseling, *Career Planning, Counseling Services, *Employee Assistance Programs, Remedial Programs, *School Business Relationship, *Skill Development, Technical Institutes, Two Year Colleges
This report describes the Career Planning Center, formerly the Institute for Vocational Readiness program, run by the Student Services Division of the Milwaukee Area Technical College. It briefly describes services offered by the center which are focused around a comprehensive diagnostic approach, offering students help in developing a positive self-image, reviewing interests and aptitudes, learning how to develop a career ladder, role playing, practicing job interviews, learning about career options, planning remedial programs, or preparing financial work. The involvement of the Career Planning Center with business and industry in the area is explained in detail and the Center's efforts to provide industrial and technical assistance are discussed. In-plant training classes ranging from instruction in basic reading and mathematics through basic computer programming are described which serve to assist employees destined for layoff to be upgraded in their skills so they can bid on jobs opening up in other departments of the company. Components of the Center's on-site Career Planning seminars are described and seminar objectives are listed. Components discussed include assessment, intake, administration of an interest inventory, basic skills assessment, and group or individualized exits from the program. (NB)

ED 291 983 CG 020 590
Hutchinson, Roger L. And Others
Effects of Counselor Reassignments and Reassignment Procedures on Client Anxiety.
Pub Date—18 Dec 87
Note—22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, Change, *Client Characteristics (Human Services), *Counseling Services, *Counselor Client Relationship, Higher Education, *Termination of Treatment
Identifiers—*Counselor Reassignment
Although the effects of counselor reassignment on counseling are of concern, research has not examined whether anticipated reassignment to another counselor or the reassignment procedure produces substantial anxiety for clients. Two exploratory investigations were conducted to examine these issues. In the first study, clients of a university-based counseling clinic were informed of disposition options of continuing counseling with a new counselor or discontinuing counseling. Clients in a second disposition condition were also given the option of keeping their same counselor. The results did not support the prediction that clients who anticipated reassignment to other counselors would report greater anxiety than clients who anticipated continued counseling with their current counselors or clients who voluntarily planned to discontinue their counseling. In the second study clients in a community counseling agency were reassigned using either low or high preparation procedures. Results of the second study indicated that clients who reported higher levels of attraction to their counselors experienced greater anxiety in response to their reassignments relative to clients who reported lower levels of attraction to counselors. Clients who had seen their counselor for over five sessions reported lower levels of anxiety when reassignments included higher preparation. (NB)

ED 291 984 CG 020 591
Hutchinson, Roger L. And Others
Effects of an Intake Interview on Clients' Anxiety and Depression.
Pub Date—18 Dec 87
Note—21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, *Client Characteristics (Human Services, *Counseling Services, *Depression (Psychology), Higher Education, *Interviews
It has generally been accepted that brief interactions with counselors can provide significant mood or symptom improvements in potential psychotherapy clients. Of primary importance appears to be the reduction of anxiety and depression and, consequently, the activation of hope which may be triggered simply by the act of being interviewed by a mental health worker and the anticipation of future professional care. It is possible, however, that the importance of a single intake interview has been overrated. To examine this issue, 126 individuals who sought counseling at a university counseling practicum clinic were told they would be assigned to a counselor other than the intake counselor when one became available. Subjects completed demographic questionnaires and checked and rank ordered their perceptions of presenting problems. Subjects were assigned to one of two treatments, receiving either an assessment battery consisting of the Beck Depression Inventory and the State-Trait Anxiety Inventory-State for an intake interview first. The results revealed no significant differences in client anxiety or depression as a result of the experimental manipulation. Anxiety and depression were not decreased as the result of intake interviews. These findings have implications for clinic directors who must decide when to conduct intake interviews with clients on a waiting list. (NB)

ED 291 985 CG 020 592
Brooks-Gunn, J. And Others
The Impact of Pubertal and Social Events upon Girls' Problem Behavior.
Spons Agency—Grant (W.T.) Foundation, New York, N.Y.; National Institutes of Health (DHHS), Bethesda, Md.
Pub Date—Mar 86
Note—40p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (1st, Madison, WI, March 21-23, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescent Development, *Adolescents, *Behavior Problems, Females, Intermediate Grades, Interpersonal Relationship, Junior High Schools, *Preadolescents, Social Support Groups
Identifiers—*Life Events, Menstruation, *Puberty
This study examined whether problem behavior in early adolescent girls was associated with pubertal processes and other life events and whether social support and positive relationships buffered the adolescent from possible negative effects of biological and social events. White girls (N=150) between the ages of 10 and 13 years completed the Youth Behavior Profile, the Self-Image Questionnaire for Young Adolescents, and the Scale of Early Adolescent Life Events. Physical growth was assessed via physical examination. The results revealed that negative life events, specifically those associated with family and school, were associated with internalizing and externalizing problem behavior, while positive life events were not. Pubertal events were not associated, although an interaction between pubertal events and negative family events was found. The occurrence of negative family events was more likely to be associated with internalizing behavior in premenarcheal than postmenarcheal girls, while in girls for whom no negative events occurred, internalizing behavior was somewhat higher postmenarcheally than premenarcheally. Positive relationships mitigated the consequences of life events, with main and interaction effects being found. (NB)

ED 291 986 CG 020 593
Lefkowitz, Joel Iorizzo, Linda
Gender Differences in Job Attitudes and Personological Variables.
Pub Date—1 Sep 87
Note—33p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Employee Attitudes, Models, *Personality Traits, *Sex Differences, *Work Attitudes
Research comparing males' and females' work attitudes has found inconsistent results. This study used a heterogeneous sample of 722 employees from 8 organizational groupings to investigate possible gender differences on 26 personological variables and 23 job reaction variables. Data analyses revealed relatively few significant differences, and they were of small magnitude. Some differences diminished or disappeared when the effects of gender-related differences in age, tenure, education, job characteristics, occupational category/level, and income were controlled. The findings suggest that men and women are highly similar in their reactions to the world of work and that the modest differences that may be observed largely reflect the spurious effects of differences in the jobs typically held by men and women. A few gender differences were not accounted for by the covariates, and evidence was noted for some covariates exerting "suppressor effects" on gender differences. A developmental path model of male and female job reactions also confirmed the appropriateness of the same causal model for both men and women. (NB)

ED 291 987 CG 020 594
Kirmeyer, Sandra L.
Job Demands, Productivity, and Type A Behavior: An Observational Analysis.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Aug 87
Grant—BNS-8008456
Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Patterns, Competition, Employee Attitudes, *Personality Traits, Stress Variables, *Work Attitudes
Identifiers—*Type A Behavior
Previous research has shown that Type As appraise their jobs as more demanding than do Type Bs, yet few studies have measured actual job demands. This prospective, observational study of police radio dispatchers (N=72) examined Type A behavior as a predictor of source of work demands, volume of work activity, whether work begun was finished, and attention to more than one activity at a time. Subjects completed the Jenkins Activity Survey-Form C as a measure of the Type A pattern, and provided information on sex, age, education, and job tenure. Trained researchers sat in the same room with one focal subject and recorded information continuously. Hierarchical regression revealed that two components of the broader Type A pattern, hard-driving competitiveness and job involvement, were better predictors of job demands and work activity than was the global A score. Results support an interactional perspective in that Type As relative to Type Bs received more externally imposed demands from sources such as superiors or peers; yet those same Type As also generated more demand by initiating work tasks for themselves and attending to multiple tasks simultaneously. (NB)

ED 291 988 CG 020 595
Frank, Monica A. And Others
In Search of the Different Voice: Gender Differences in Adult Moral Reasoning.
Pub Date—May 87
Note—13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Associstinn (59th, Chicago, IL, May 7-9, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Age Dif-

ferences, *Cognitive Development, *Empathy, *Moral Values, *Sex Differences, Value Judgment
Identifiers—*Moral Reasoning
Since Kohlberg (1958) first extended the cognitive developmental theory of moral judgment to include moral reasoning in adults, it has been found that women tended to score at a lower developmental stage than did men. Gilligan (1982) has conceptualized women's moral reasoning as being different in kind from men's moral reasoning, with women's development focusing on relationships and the contextual aspects of situations and men's development focusing on competition and achievement. This study attempted to address the issue of gender differences in moral reasoning by investigating or controlling factors that may be contributing to this difference. Questionnaires were mailed to 1,207 households selected randomly from a metropolitan area telephone directory. Male (N=39) and female (N=63) adults completed the surveys by giving written responses to questions about three moral dilemmas with either a male or female protagonist. A relationship between education and age was found such that the lower the age, the higher the education. When just subjects with college educations were compared, a strong trend for lower scores for women was evident on the Kohlberg Moral Maturity Scale when the protagonist in the dilemma was female. Older individuals also tended to score lower. Other results indicated that empathy was not related to the moral reasoning score. Further research is needed to determine the relationships among moral reasoning, gender, sex of the protagonist, education, age, attributions, and empathy. (NB)

ED 291 989 CG 020 596
Harnish, Richard J. Sullivan, Linda A.
Body Image, Self-Monitoring, and Gender.
Pub Date—28 Aug 87
Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Body Image, College Students, Higher Education, *Physical Characteristics, *Self Concept, *Sex Differences
Identifiers—*Self Monitoring
Body image is considered to be a multidimensional construct which includes evaluative and cognitive dimensions of physical appearance, physical fitness, health, and sexuality. Clearly, individuals differ in the degree to which they evaluate their body image and in the importance they place on their body image. This study was conducted to investigate the relationship between self-monitoring, gender, and body image. Undergraduate students (N=177) completed the Self-Monitoring Scale and the Body Self Relations Questionnaire. The results support the self-monitoring and gender hypotheses in that high self-monitors and females paid more attention to, and directed more behaviors toward their physical appearance than did low self-monitors and males, respectively. It was concluded that the importance placed on physical appearance by high self-monitors may be more general than previously demonstrated. Future research might examine the relationship between other personality variables and how these variables may interact with gender in understanding self-perceived physical appearance. (NB)

ED 291 990 CG 020 597
Pepper, Claude
Nursing Home Insurance: Exploiting Fear for Profit? (An Examination of an Emerging Long-Term Care Insurance Market.) A Briefing Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. U.S. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-634
Pub Date—Nov 87
Note—43p.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Consumer Education, *Consumer Protection, *Health Insurance, *Insurance Companies, Marketing, *Nursing Homes, *Older Adults, *State Legislation, State Standards
Identifiers—Congress 100th, *Long Term Care
This report describes the activities of the United States House of Representatives Subcommittee on Health and Long-Term Care in its effort to examine abuses in the sale of nursing home insurance. Earlier Congressional studies of abuses in the sale of health insurance to the elderly are discussed as background material for the present investigation. The problems and costs involved in long-term care are explored; the availability of long-term care insurance is described; and limitations, restrictions, and abuses in the sale of long-term care insurance to the elderly are discussed. Highlights of the 1987 report of the General Accounting Office's (GAO) investigation of available policies are included which list long-term care policy restrictions identified by GAO, describe abuses in the sale of long-term care insurance to the elderly, and present GAO's recommendations for reform. Highlights are included from the Subcommittee's telephone survey of the 50 State Insurance Commissioners' offices which show the lack of legislation or regulation with respect to abuses in the sale of long-term care insurance. The Subcommittee's experience using an older adult investigator during actual sales presentations is documented. Finally, recommendations are made for the Congress, the states, consumers, and the private insurance industry. Data tables and relevant materials are appended. (NB)

ED 291 991 CG 020 598
The Health Status and Health Care Needs of Older Americans. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 99th Congress, 2d Session.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Prt-99-200
Pub Date—Nov 86
Note—42p.; Serial No. 99-L.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Information Analyses (070) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Chronic Illness, Financial Support, *Futures (of Society), *Health Care Costs, *Health Needs, *Older Adults, Population Trends, Profiles, Use Studies
Identifiers—Congress 99th, *Long Term Care
This Congressional report notes that the aging of the United States population has presented significant challenges to the development of health and social policy. It advocates a better understanding of the heterogeneity of the elderly population as a first step in reframing issues concerning health, aging, and societal responsibilities and in developing effective public policies. An overview of the aging population is presented and a health profile of the elderly in the United States is included. The healthy elderly, chronically ill elderly, and acutely ill elderly are considered. Ways to meet the needs of the chronically ill elderly are considered. The mortality profile of the elderly is presented. A section on the health needs of the elderly in the United States provides an overview of hospital utilization and looks at the long-term care service utilization of nursing homes, home care, health care professional services, and preventive health services. Health care expenditures of the elderly are described, including expenditures for hospitals, long-term care, and physician services. Government and private financing of health care expenditures is discussed. Major issues associated with the health care system for the elderly are identified and discussed, including issues of basic research, preventive health services, hospital care, health care professional services, and long-term care services. Charts and data tables are included. (NB)

ED 291 992 CG 020 599
Acquired Immune Deficiency Syndrome (AIDS) and the Veterans' Administration. Hearing before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
Pub Date—17 Jun 87
Note—103p.; Serial No. 100-19.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Disease Control, Disease Incidence, Futures (of Society), Government Role, Hearings, Preventive Medicine, *Public Policy
Identifiers—Congress 100th, *Veterans Administration
This document presents witness testimony and prepared statements from the Congressional hearing called to examine the issue of acquired immune deficiency syndrome (AIDS) and the role of the Veterans' Administration (VA) in combating AIDS. Opening statements are included from Representatives G. V. Montgomery, J. Roy Rowland, Joseph P. Kennedy, II, and Bob McEwen. A prepared statement by Representative John Paul Hammerschmidt is given. The Representatives describe the seriousness of the AIDS problem and call for a national policy to fight the disease. In his testimony, John Gronvall, chief medical director of the Veterans' Administration, presents comments about AIDS, describes the status of AIDS in the VA, and briefly reviews AIDS research being conducted by the VA. Committee members' questions are then answered by Dr. Gronvall and his associates from the VA: Howard Cohn, Richard Greene, Susan Mather, Robert Lindsey, and Ralph Ibson. Other testimony is provided by James Curran, director of the AIDS program at the Center for Infectious Diseases, Centers for Disease Control (CDC). Dr. Curran describes efforts being conducted against AIDS, notes the cooperation between the VA and the CDC, and discusses counseling needs of AIDS patients and testing for AIDS. Materials submitted for the record are included. (NB)

ED 291 993 CG 020 600
Home Care: The Agony of Indifference. The Role of the Older Americans Act in Assuring Access to Quality Home Care. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Hrg-100-184
Pub Date—27 Apr 87
Note—235p.; Serial No. 100-5.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Caregivers, Daily Living Skills, Federal Legislation, Government Role, *Health Needs, Hearings, *Homebound, *Home Programs, Law Enforcement, Medical Services, *Older Adults, Self Care Skills
Identifiers—Congress 100th, Medicare
This document presents witnesses' testimonies and prepared statements from the Congressional hearing called to examine the problems of Americans, mostly elderly persons, who need home health care. Opening statements are included by Senators John Melcher, John Heinz, Bill Bradley, John Chafee, Harry Reid, John Glenn, Dave Durenberger, and Quentin Burdick. Prepared statements are included from Senators John Melcher, Richard Shelby, and Alan Simpson. Pearl Tolbert, Mary Summers, and Nilda Grudza discuss the problems of home care from the perspectives of the victim and the family caregiver. Two registered nurses who provide home health care, Cathy Beard and Barbara Lutton, describe their experiences in working with homebound patients. Charles Wells, Administration on Aging (AOA), discusses the Older Americans Act and the role of the AOA in providing home care services to older adults. Louis Hays, Health Care Financing Administration, addresses home health care quality assurance. Donald Nicholson, Assistant Inspector General, United States Department of Health and Human Services, presents findings from the study, "Home Health Aide Services for Medicare Patients," noting failures in carrying out the law related to home health care and the failure of Medicare requirements to meet home care needs. Ann Mootz provides testimony on behalf of the National Association for Home Care, and Jane Anderson provides testimony on behalf of the National Association of Area Agencies on Aging. Testimony

pertaining to hearing issues and follow-up answers to questions are appended. (NB)

ED 291 994 CG 020 601
The Crisis in Home Health Care: Greater Need, Less Care. Hearing before the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, Second Session (Philadelphia, PA, July 28, 1986).
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Hrg-99-975
Pub Date—87
Note—51p.; Serial No. 99-24.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Health Needs, Hearings, *Homebound, *Home Programs, *Legal Responsibility, Medical Services, Personal Narratives
Identifiers—Congress 99th, *Medicare
This document presents witnesses' testimonies and prepared statements from the Congressional hearing held in Philadelphia, Pennsylvania to examine reports of inappropriate, at times illegal, denials of critical home health care to sick older Americans. In his opening statement, Senator John Heinz presents examples of victims who were denied proper medical care and discusses the government's role in assuring high quality health care to those in need. Videotaped testimonies are heard from four Medicare beneficiaries who were denied Medicare benefits for needed home health care services: Florence Bodie, John Schuh, Harvey Simms, and Harry Welling. Sharon Mey and Rosemary Jenkins describe their experiences with relatives who required home care. Other witnesses providing testimony include: (1) Gerald Shuttlesworth from Albert Gallatin Visiting Nurse Association; (2) Catherine Frasca from South Hills Health Systems; (3) Marilyn Koch from the Health Care Financing Administration; and (4) Thomas McElvogue from Blue Cross of Greater Philadelphia. Witnesses describe personal experiences, testify about denial of rightful care, and explain how home health agencies are turning away patients rather than absorbing the risk of financial loss from denials. A statement of the Pennsylvania Association of Home Health Agencies concerning purposes and services of the organization and a press release of the National Association for Home Health Care are appended. (NB)

ED 291 995 CG 020 602
The Catastrophic State of Catastrophic Health Care Coverage. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Birmingham, Alabama).
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Hrg-100-136
Pub Date—16 Apr 87
Note—211p.; Serial No. 100-4.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Caregivers, Chronic Illness, *Health Insurance, *Health Needs, Hearings, Older Adults, Public Policy
Identifiers—Alabama (Birmingham), *Catastrophic Health Care, Congress 100th
This document presents witnesses' testimonies and prepared statements from the Senate hearing held in Birmingham, Alabama to alert the public to the problems associated with catastrophic illness; learn what community services exist for older adults; and clarify what requirements for services, research, and education must be met to formulate an effective catastrophic health proposal. It includes statements by Senators Richard Shelby, Howell Heflin, and John Melcher. Witnesses providing testimony include: (1) William Bridgers, School of Public Health, University of Alabama at Birmingham; (2) Jim and Geraldine Turner, who present the caregiver perspective; (3) Kathy Fuller, who testifies on her family's experiences as victims and caregivers; (4) George Layton, Alabama State Legislative Committee, American Association of Retired Persons; (5) Raymond Walter, National Association of Retired Federal Employees; (6) Amelia Heath, FOCUS on Senior Citizens of Tuscaloosa County, Alabama; (7) Barbara Bonfield, Jefferson County Office of Senior Citizens Activities; (8) Allan Goldstein, Birmingham physician; (9) Beverly Friedlander, Saint Vincent's Hospital, Birmingham; (10) Karen Hermanson, Visiting Nurse Association; and (11) Joseph Bolen, Blue Cross and Blue Shield of Alabama. Materials related to the hearing are appended. (NB)

ED 291 996 CG 020 603
Catastrophic Health Care Costs. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—Senate-Hrg-100-69
Pub Date—26 Jan 87
Note—203p.; Serial No. 100-1.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Caregivers, *Chronic Illness, Family Problems, *Financial Problems, *Health Care Costs, *Health Insurance, *Health Needs, Hearings
Identifiers—*Catastrophic Health Care, Congress 100th
This document provides witnesses' testimonies and prepared statements from the Senate hearing called to examine the problems of catastrophic health care costs. Statements are included from Senators John Melcher, Quentin Burdick, Larry Pressler, John Heinz, and Pete Wilson. Prepared statements are included from Senators David Pryor and Charles Grassley. Joan Yelineck, Edith Reiger, and Helen Fish testify, describing their experiences with the devastating health care costs and the sacrifices they have made to obtain adequate health care for their relatives. Robert Shapland, Mutual of Omaha Insurance Company, testifies on behalf of the Health Insurance Association of America. Other relevant testimonies, comments of Consumers Union on "Catastrophic Illness Expenses," the Department of Health and Human Services Secretary Otis Bowen's report to the President; and a White House fact sheet, "The President's Initiative on Catastrophic Illness Coverage" are appended. (NB)

ED 291 997 CG 020 604
Catastrophic Health Insurance: A New Jersey Perspective. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (Elizabeth, New Jersey, April 10, 1987).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-625
Pub Date—87
Note—79p.; Appendixes contain print too small to be legible in reproduction.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Federal Legislation, Financial Support, *Government Role, *Health Care Costs, *Health Insurance, Hearings, Older Adults
Identifiers—*Catastrophic Health Insurance, Congress 100th, *New Jersey
This document presents the text of the Congressional hearing held in Elizabeth, New Jersey to examine the need for catastrophic health care coverage for the elderly and what role the Federal Government can play in helping to address that need. Opening statements are included from Representatives Matthew Rinaldo, Marge Roukema, and Jim Saxton. In his opening remarks, Representative Rinaldo briefly reviews U.S. Department of Health and Human Services (DHHS) Secretary Otis Bowen's report to President Reagan which recommends extending Medicare coverage to an unlimited number of hospital days, capping out-of-pocket expenses at $2,000 for covered services, and covering the first 100 days of post-hospital skilled nursing facility care. Alternative approaches to catastrophic health insurance which have been introduced in Congress are also described. Witnesses providing testimony include: (1) Thomas Dunn, mayor of Elizabeth, New Jersey; (2) William Hargwood (Monmouth, New Jersey), who describes his difficulties in caring for his wife, a victim of Alzheimer's disease; (3) Thomas Burke, chief of staff, DHHS, who elaborates on the Bowen proposal for catastrophic health care coverage; (4) Thomas Brown, vice-president of Overlook Hospital (Summit, New Jersey); (5) Evelyn Savage, director of Somerset Hills Visiting Nurses Association (Barnardsville, New Jersey); and (6) William Matusz, director of American Association of Retired Persons Operations, Prudential Insurance Company, Inc. (Montgomeryville, Pennsylvania). Relevant materials are appended. (NB)

ED 291 998 CG 020 605
Catastrophic Health Costs: Broad Problem Demanding Equally Broad Solution. Joint Hearing before the Select Committee on Aging, House of Representatives and the Special Committee on Aging, United States Senate, One Hundredth Congress, First Session...2 Volumes.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.; Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Report No.—House-Comm-Pub-100-618; House-Comm-Pub-100-623; Senate-Comm-Pub-100-2
Pub Date—28 Jan 87
Note—148p.; Several pages of text and most tables contain print too small to reproduce clearly.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Chronic Illness, *Federal Legislation, Financial Problems, *Government Role, *Health Care Costs, *Health Insurance, Hearings, Older Adults
Identifiers—*Catastrophic Health Insurance, Congress 100th
This document contains the text of a Congressional hearing called to explore the issues of catastrophic health care coverage and to examine the responsibilities of Congress in responding to this issue. In his opening statement, Representative Edward Roybal presents H.R. 200, the "USHealth" legislation introduced to deal with catastrophic health care costs. The text of the bill is given. Opening statements are also included from Senators John Melcher, John Heinz, John Glenn, Harry Reid, Richard Shelby, Charles Grassley, and William Cohen and from Representatives Matthew Rinaldo, John Paul Hammerschmidt, and Christopher Smith. The testimony of Secretary Otis Bowen, the sole witness appearing at the hearing, presents the Reagan Administration's recommendations and his own personal recommendations on the issue of catastrophic, acute, and long-term care. A White House press release on the President's initiative on catastrophic illness coverage and follow-up questions and answers by Secretary Bowen are appended. Volume II of the document contains additional material received for the record from Senators Bill Bradley, Larry Pressler, John Chafee, Dave Durenberger, and Alan Simpson; and from Representatives Mario Biaggi, Mike Synar, Robert Borski, Thomas Manton, Tommy Robinson, Ralph Regula, Thomas Tauke, Jim Saxton, Harris Fawell, and Bill Schuette. Statements from the Blue Cross and Blue Shield Association, the American Psychiatric Association, and Senator Joe Stern from the California Senior Legislature are appended. (NB)

ED 291 999 CG 020 606
Medicare: Comparison of Catastrophic Health Insurance Proposals–An Update. Briefing Report to the Chairman, Select Committee on Aging, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-88-19BR
Pub Date—Oct 87
Note—44p.; For related document, see ED 289 098.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Federal Legislation, Financial Support, *Health Care Costs, *Health Insurance, Health Needs, Home Programs, Hospitals, Individual Needs, Nursing Homes, Older Adults
Identifiers—*Catastrophic Health Insurance

This document updates a recent report by the General Accounting Office (GAO) which compared Medicare catastrophic health insurance proposals. The update includes H.R. 2470, as passed by the House of Representatives and S. 1127, as reported by the Senate Committee on Finance. An introduction explains the roles of Medicare, Medicaid, the Veterans Administration, Medigap insurances, and out-of-pocket expenses in paying for catastrophic health care. The GAO analyses of the potential effects of S. 1127 and H.R. 2470 on out-of-pocket costs are described and the extent to which 12 other legislative proposals would fill remaining gaps in Medicare coverage is highlighted. Analyses are presented in five tables that show the out-of-pocket liability for Medicare beneficiaries currently and under the pending bills for: (1) inpatient hospital services; (2) nursing home care; (3) home health care; (4) Medicare part B services; and (5) services not covered by Medicare. Each table is accompanied by text which includes discussions of the services, Medicare coverage, out-of-pocket expenses, legislative proposals, and GAO comments. A sixth table compares the catastrophic expense protection limits established in the bills. Financing and costs are discussed and presented in the final table. The report concludes that either H.R. 2470 or S. 1127, if enacted, would represent an important step in increasing the health insurance coverage available to the elderly, but that significant gaps would remain. (NB)

ED 292 000 CG 020 607
Mosher, William D.
Trends in Contraceptive Practice: United States, 1965-76. Vital & Health Statistics. Data from the National Survey of Family Growth, Series 23, No. 10.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
Report No.—DHHS-PHS-82-1986; ISBN-0-8406-0243-X
Pub Date—Feb 82
Note—55p.; Covers are printed on colored paper.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Age Differences, *Contraception, Family Planning, Family Size, Females, National Surveys, *Racial Differences, *Religious Factors, *Spouses, *Trend Analysis
This report presents findings based on interviews with three nationally representative samples of currently married women between the ages of 15 and 44 years, as documented in 1965 National Fertility Study and the 1973 and 1976 National Surveys of Family Growth. Statistics from these surveys are presented on the contraceptive practice of respondents according to various socioeconomic characteristics. Findings are presented in two sections: use of contraception (contraceptive status) and couples using contraception (contraceptors) according to the method used. Findings are discussed which show that changes in contraceptive status, with use increasing from 63% in 1965 to 68% in 1976, were small compared with the changes in methods used among contraceptors. The background and methodology of the three surveys and trends and differences in the use of contraception are presented. The main body of the text describes trends in use of the pill, intrauterine device, sterilization, and other methods, according to age, race, number of years since first marriage, parity (number of children ever born) and intent to have more children, religion, and education. Within each section, trends and differentials are described. Appendix I contains technical details about the surveys; appendix II provides definitions of terms; and appendix III is a reprint of selected questions on contraceptive use from the 1976 National Survey of Family Growth. (NB)

ED 292 001 CG 020 608
Mosher, William D. Bachrach, Christine A.
Contraceptive Use, United States, 1982. Vital & Health Statistics. Data from the National Survey of Family Growth, Series 23, No. 12.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
Report No.—DHHS-PHS-86-1988; ISBN-0-8406-0338-X
Pub Date—Sep 86
Note—70p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, Adults, *Age Differences, *Contraception, *Family Planning, Females, *Marital Status, National Surveys, *Racial Differences, *Socioeconomic Status
The National Survey of Family Growth is a periodic survey administered to women between the ages of 15 and 44 years and designed to produce national estimates of statistics on fertility, family planning, and aspects of maternal and child health that are closely related to childbearing. This report describes findings from the 1982 National Survey of Family Growth, the first administration of the survey to include never married women. It presents statistics on contraceptive use at first sexual intercourse, first method of contraception ever used, all methods ever used, and current contraceptive status and method. The statistics are shown for women according to race, age, marital status, and selected socioeconomic characteristics. National estimates of contraceptive use for all women of reproductive age are presented in chronological order. Twelve text figures, 8 text tables, and 16 detailed tables are included. Technical notes, definitions of terms, and selected sections of the questionnaire of the National Survey of Family Growth are appended. (NB)

ED 292 002 CG 020 609
Hare-Mustin, Rachel T. Marecek, Jeanne
Gender and the Meaning of Difference: Alpha and Beta Bias.
Pub Date—Aug 87
Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Feminism, *Psychology, *Sex Differences, *Theories
Identifiers—*Constructivism
Some work in feminist psychology has suggested that male-female differences are not as universal, dramatic, or enduring as has been previously asserted. Feminist psychodynamic theories, in contrast, assert that there are deep-seated and enduring differences between women and men in "self-structure" and relational capacities. Proponents of these theories view gender differences as universal, highly dichotomized, and enduring. Using constructivism as a conceptual framework, gender theories can be considered as representations which either exaggerate or minimize male-female differences. The tendency to exaggerate differences is called "alpha bias," and the tendency to minimize differences is called "beta bias." Alpha bias can be seen in psychodynamic theories, Parson's sex role theory, and in feminist psychodynamic theories. Beta bias can be seen in psychological research on men which is incorrectly generalized to women, in theories that view male and female roles as complementary, in some systems approaches to family therapy, and in recent social policies. All current representations of gender involve alpha and beta bias. The constructivist view holds that the true nature of gender is undecidable. Theories are thus evaluated not by correctness but by utility, by examining how representations of gender have been used to provide the symbols and support the scientific and sociopolitical aims of either the status quo or feminism. (NB)

ED 292 003 CG 020 610
Thomas, Jane Kay
Child Sexual Abuse: Help Is on the Way.
Pub Date—Nov 87
Note—36p.; Exit Project, Indiana University at South Bend.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Child Abuse, Elementary Secondary Education, Identification, Incidence, Legal Responsibility, Prevention, School Personnel, *Sexual Abuse, Student Problems, *Teacher Role
This report was written to provide educators with information on their role in dealing with the problem of child sexual abuse. A review of current literature was conducted to give educators accurate child sexual abuse information, and an annotated bibliography of relevant citations from that review is included. Twenty-seven entries are organized into areas of definitions, incidence statistics, identification through victim symptoms, reporting, and prevention. A summary of information obtained from the research and literature review follows the bibliography. An extensive interview with Suzi Hemund, the client services coordinator for the Child Abuse Prevention Services in Elkhart, Indiana is appended. Twenty-seven references are included. (NB)

ED 292 004 CG 020 611
Woodruff, John
An Educator's Guide to the Literature Dealing with Teenage Suicide.
Pub Date—Nov 87
Note—43p.; Exit Project, Indiana University at South Bend.
Pub Type— Guides - General (050) — Reference Materials - Bibliographies (131) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Annotated Bibliographies, *Crisis Intervention, Helping Relationship, High Risk Students, Identification, *Prevention, School Personnel, Secondary Education, *Secondary School Teachers, Student Problems, *Suicide, *Teacher Role
Identifiers—*Adolescent Suicide
This report was written to provide educators with information on their role in dealing with the problem of adolescent suicide. A review of current literature was conducted to give educators accurate teenage suicide information, and an annotated bibliography of relevant citations from that review is included. Thirty entries are organized in the areas of suicidal facts and statistical information, causal factors, warning signs and suicidal cues, prevention and intervention, and the educator's role. A glossary of relevant terms is included. A summary of information obtained from the research and literature review follows the bibliography. Suicidal warning signs are summarized and examples of situational, behavioral, emotional, and verbal clues which may indicate suicidal ideation are listed. Recommendations for educators are given. References are included. (NB)

ED 292 005 CG 020 612
Rakow, Linda S.
An Annotated Bibliography of the Literature Dealing with Helping Children Understand and Cope with Their Stress.
Pub Date—Apr 87
Note—83p.; Exit Project, Indiana University at South Bend.
Pub Type— Reference Materials - Bibliographies (131) — Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adolescents, Annotated Bibliographies, *Children, *Coping, Elementary Secondary Education, Helping Relationship, Parent Role, *Stress Management, *Stress Variables, Teacher Role
This annotated bibliography of literature dealing with childhood stress begins with a discussion of the harmful effects of stress on children and the need for parents, teachers, and other adults in the children's lives to help themm learn about stress and develop stress management techniques. A glossary of relevant terms is provided. The bibliography itself contains 75 citations which are organized under the headings of: (1) Overview of Stress; (2) Studies and Literature Concerning Children's Stress; and (3) Stress Management Strategies. Entries in the first category deal with defining stress in children and common stressors and their effects. Entries in the second section examine family- and school-related stressors. Entries in the third section focus on children who cope, activities and techniques for stress management, and teacher and parent roles in helping children manage stress. A summary of information obtained from the research and literature review follows the bibliography. A list of 12 recommendations for parents and teachers interested in helping children cope with stress is given. Fifty-five references are included. (NB)

ED 292 006 CG 020 613
Valente, Sharon M. And Others
Adolescent Bereavement after Suicide: A Review.
Pub Date—Apr 86
Note—19p.; Paper presented at the Annual Convention of the American Association of Suicidology (19th, Atlanta, GA, April 2-6, 1986).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescent Development, *Adolescents, Coping, Counseling, *Death, Emotional Adjustment, Emotional Response, *Grief, Psychopathology, *Suicide
Identifiers—*Bereavement
For adolescents faced with many developmental tasks, a loved one's death by suicide is a tragic event linked with increased morbidity, death fears, and psychopathology. Adolescents struggle to master tasks such as refining abstract thought, achieving independence, developing values, exploring intimacy in social and sexual relations, and becoming the person one wants to be. Bereavement after suicide confronts the adolescent with the reality of death and with the need to decide if life is worth living without the loved one. Bereaved adolescents are a population in need of counseling. Unresolved bereavement may be one factor leading to adolescent suicide. Adolescent survivors of suicidal death learn that death is permanent, suicide is possible, and they did not prevent the suicide. Links between bereavement after suicide, development, and adolescent suicide require further study. Inconsistent definitions of adolescence, samples of adolescents in psychotherapy, and other methodological problems limit the understanding of how adolescents cope with bereavement after suicide. Conclusions based on bereaved adolescents in therapy should not be misinterpreted as data about normal bereavement. (Author)

ED 292 007 CG 020 614
Smith, Steven R.
A Cross-Cultural Comparison of Factors Affecting the Job Satisfaction of U.S. and Japanese High School Teachers.
Pub Date—Apr 87
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cross Cultural Studies, Cultural Differences, *Cultural Influences, Foreign Countries, High Schools, *Job Satisfaction, Role Perception, *Secondary School Teachers, *Teacher Attitudes, Teacher Role
Identifiers—*Japan, *United States
Although there has been much interest in the United States about Japanese education, few studies have examined the Japanese school system from the teachers' perspective. This study investigated 143 Japanese and 386 U.S. high school teachers' attitudes concerning their work conditions, roles and responsibilities, and work experiences. An attitudinal survey was used to record views on their professional situations from 143 Japanese and 386 U.S. teachers. Teachers in the United States scored higher on every item concerning job satisfaction than did the teachers in Japan. The cause of the Japanese teachers' dissatisfaction appeared to be rooted in their expectations of the job before becoming a teacher. While U.S. teachers reported more job centrality than did Japanese teachers, job centrality took on much more negative attributes in the United States than in Japan. In the area of job stress, the only item significant for the Japanese teachers was concern over the ability of teachers to get control of the curriculum and materials being used in their classrooms, while U.S. teachers were concerned with the concrete problems of their jobs, class size and after-school work, and the general morale of the staff. Differences in concerns between teachers in the two countries appeared to result from the teachers' need to give their students the best possible preparation for becoming a productive person in the society and, therefore, reflected what society felt those prerequisites for entrance should be. (Author/NB)

ED 292 008 CG 020 615
Barrick, Ann Louise And Others
Humor, Aggression, and Aging.
Pub Date—Aug 86
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 020 616.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, *Aggression, *Aging (Individuals), Cartoons, College Students, Emotional Response, Higher Education, *Humor, *Older Adults, *Young Adults
Identifiers—*Pain
Although humor is an important phenomenon in human interactions, it has rarely been studied in the elderly. An understanding of responses to humor in aggressive cartoons as a function of advancing age would provide information regarding both the development of humor and the negative (aggressive) emotional experiences of the elderly. This study was conducted to examine differences between young and old adults in their responses to increasing levels of aggression in cartoon humor. Thirty-eight cartoons were selected which represented a wide range of aggression, humor, and subject matter. Pain was selected as a measurement of aggression. Older adults (N=61) and college undergraduates (N=93) rated the cartoons for funniness and for degree of pain. The results of the study support the hypothesis that advancing age is accompanied by a change in response to aggressive elements in humor. An inverted-U was found to be the best descriptor of the relationship between pain values and humor for older subjects, while humor was not predictable from pain values for the young subjects. While small increases in negative emotion (pain values) in cartoons resulted in increases in positive emotion (funniness values) in older subjects, the older subjects also found very aggressive elements more aversive than did the young subjects. (NB)

ED 292 009 CG 020 616
Barrick, Ann Louise And Others
Age Effects on Positive and Negative Emotions.
Pub Date—Aug 85
Note—18p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985). For related document, see CG 020 615.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, *Age Differences, Aggression, Aging (Individuals), Cartoons, College Students, Emotional Experience, *Emotional Response, Higher Education, Humor, Negative Attitudes, *Older Adults, Sex Differences, *Young Adults
Although emotions have been widely studied, researchers have rarely focused on the elderly. Consequently, many questions remain unanswered concerning the emotions of older adults. This study examined age differences in emotional intensity of short- and long-term emotion. Older adults (N=61) and younger adult college students (N=93) completed the Survey of the Quality of Life of Adult Men and Women and rated positive and negative aspects of 38 cartoons which represented a wide range of aggression, humor, and subject matter. Multivariate analysis of variance revealed no differences between younger and older subjects for positive emotion. For negative emotion, the young reported more intense long-term emotion than did the elderly. Older males, however, reported more short-term negative emotion than did younger males. The study revealed neither a simple trend toward negative emotion nor a general flattening of emotions with advanced age. (Author/NB)

ED 292 010 CG 020 617
Karabenick, Stuart A.
Cognitive Learning Strategies: Their Relation to Perceived Need and Help-Seeking Behavior.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 87
Grant—G008690010
Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, *College Students, Helping Relationship, Higher Education, *Learning Strategies, *Metacognition
Identifiers—*Help Seeking
The American culture's emphasis on individualism may fail to recognize that help-seeking can be an important proactive skill in the achievement domains of school and work. While research has shown that the majority of students obtain some help from peers or instructors, the study of help-seeking as a learning strategy has been virtually neglected. This study examined how help-seeking relates to cognitive learning strategies such as elaboration, metacognition, and resource management. Data were obtained from students in biology, English literature, and social science courses at four different types of higher educational institutions. Strategy use and help-seeking information were obtained using the Motivated Strategies for Learning Questionnaire. The use of 10 cognitive strategies was assessed: rehearsal; elaboration; memory techniques; organization; metacognitive techniques of planning, monitoring, and regulating; and resource management of one's time, study environment, and self. The results indicated that students who used various cognitive strategies were also more likely to seek help when needed. This supports the view that seeking help is an alternative means of goal accomplishment to be used when the need arises. Students who were less likely to use various strategies were also less likely to seek the help they needed. (NB)

ED 292 011 CG 020 618
Shellhase, Leslie J.
Impediments to the Full Realization of the Ethical Self.
Pub Date—May 86
Note—21p.; Paper presented at the National Association of Social Workers National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ethics, Females, *Feminism, *Moral Values, Personality Traits, Psychological Characteristics, *Social Work
In its development and in its central character, the value base of social work has a relationship to feminine values. Women possess strong nurturing impulses, a great capacity for intimacy, an ability to empathize, and a tendency to integrate in their thinking and their actions. Women are considered to exercise a predilection for egalitarian relationships and a resistance to hierarchical forms. The day-to-day process of sustaining life has been ascribed, historically, to women. The central values of women throughout time have led to an esteem for the individual, which not only respects the entity of the individual but is also concerned with the provision of an environment which will support and facilitate personal growth. As a consequence of woman's responsibility for the preservation of life, she has developed methods of solving problems which have characteristically avoided the resort to conflict and to violence. There is a strong urge toward survival which has its roots among women. One can find concomitant concerns within the field of social work. The quality of spirituality manifests itself through the caring that is characteristic of feminism and that is central to the profession of social work. Several ethical dilemmas exist within social work; the ethical imperatives of social work meet with some paradoxical impediments in the process of practicing the profession ethically. Certain elements of those dilemmas are especially linked to women. (NB)

ED 292 012 CG 020 619
Wright, Gloria O.
Adventures of Aging.
Pub Date—May 86
Note—15p.; Paper presented at the National Association of Social Workers National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Aging (Individuals), Change, *Females, *Life Satisfaction, *Older Adults, *Personal Autonomy, *Quality of Life
There is nothing in American society to prepare women for aging. It has been proposed that the status that the aged hold in any culture diminishes when modernization, an increased number and proportion of elderly, or rapid social change is present. All three of these conditions exist in American society. Women face many dangers, especially as they age, including crime and rape, drugs and drug abuse, quacks and fradulent schemes, lack of knowledge, ignorance of alternatives, ignorance of resources, ignorance of the aging process itself, lack of education and training, low income, and poverty. Most elderly women will experience widowhood, and loneliness is a danger that impacts heavily on them. Women may be afraid of change and afraid of taking risks. Consequently, they may miss opportunities or may not even recognize opportunities for what they

are. Aging should be an adventure. Preparation can make it an exciting adventure. To prepare for aging, it may be useful to: (1) develop a positive attitude toward aging, retirement, and life; (2) make the best possible financial preparation; (3) maintain good health through proper diet, exercise, and rest; (4) enjoy hobbies; (5) maintain a sense of humor; (6) continue to learn; (7) strengthen family ties; (8) avoid boredom; (9) learn to control anger, frustration, and stress; (10) develop friendships; (11) gain a knowledge of the aging process; and (12) accept aging as a natural part of life. (NB)

ED 292 013 CG 020 620
Heintzelman, Carol A.
Differential Utilization of Selected Community Resources by Abused Wives.
Pub Date—May 86
Note—20p.; Paper presented at the National Association of Social Workers National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Battered Women, Client Characteristics (Human Services), Community Services, Criminals, *Decision Making, Extended Family, *Family Violence, Human Services, Influences, Pregnancy, Residential Programs, Socioeconomic Status, Time
Identifiers—*Help Seeking, *Shelters

Wife abuse is a social problem that confronts all sectors of the human services network. It is not known what life factors influence an abused wife's initial choice to leave home and seek help in a shelter agency or to stay home and seek help in a non-shelter agency. This study was conducted to examine the relative importance of various factors associated with where an abused wife initially turns for service in the community. Women (N=75) who entered a shelter for abused wives were interviewed concerning the type of initial contact for help they made and five independent variables: abuse patterns in their family of orientation, their husband's criminal assault record, pregnancy, socioeconomic status, and the length of the marriage. The results revealed that 16 respondents had initially sought help from the shelter, while the remaining 59 women had initially contacted a variety of community resources as their initial source of help. Data analysis revealed no statistically significant relationship between initial source of help and four of the five independent variables. Length of marriage appeared to influence the behavior of abused wives. The abused wife who had been married for 5 years or longer was found to be more likely to seek help initially at a shelter than was the abused wife who had been married for less than 5 years. The decision of where to seek help initially appears to be the result of a complex interplay of factors, the length of the marriage being only one of those factors. (NB)

ED 292 014 CG 020 621
Hutchinson, Roger L. Spangler, Sharon L.
Children of Divorce: Facilitating Well-Being.
Pub Date—18 Dec 87
Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Childhood Needs, Children, *Cognitive Restructuring, *Divorce, Helping Relationship, Human Services, Parents, *Well Being

Both the increased frequency of divorce and the resultant increase in single-parent households have experienced dramatic increases since World War II. In many instances, divorce is a major disruptive experience that imposes primary impact upon all family members. Characteristically, various levels of adjustment are required of family members amid experiences that are novel and for which those involved are possibly not well-prepared. Human services practitioners may best direct their efforts toward providing a reframing approach to parents and children experiencing divorce. There is evidence that children from single-parent families are good decision-makers and that they have strengths and maturities associated with their experiences related to divorce. Professionals may be able to facilitate the cognitive reframing of parents and children in such a way that hopefulness and a sense of assurance and control can be implemented and sustained. This report was written to: (1) integrate what is known about divorce-associated responses in children; (2) promote a reframing approach in focusing on that which may be evaluated as positive and contributing to present well-being and future successes of the children; and (3) guide practitioners as they work both programmatically and in direct service with children of divorce. (Author/NB)

ED 292 015 CG 020 622
Henry, Carolyn S.
Adolescent Suicide and Families: A Review of the Literature with Applications.
Pub Date—Nov 87
Note—38p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Ecology, Family Influence, High Risk Persons, Identification, *Interdisciplinary Approach, Intervention, *Prevention, *Suicide, Theories
Identifiers—*Adolescent Suicide, *Human Ecology

This paper, a literature review on adolescent suicide, was written to provide family life professionals with help in identifying adolescents at-risk for suicidal behavior, providing more effective interventions for suicidal adolescents and their families, and developing policies and preventive measures. The paper includes an overview of theoretical models used to explain adolescent suicidal behavior, including Durkheim's theory of suicide, social learning theory, psychoanalytic theory, psychological and social-psychological approaches, biological approaches, family systems theory, and human ecological theory. Emphasis is placed on the human ecological model, which provides a multidisciplinary approach to understanding adolescent suicide that incorporates individual, environmental, and social system factors that may influence adolescent suicidal behavior. As a first step toward an ecosystem intervention approach for suicide prevention and intervention, existing literature on adolescent suicide is reviewed and categorized according to the human ecological model, with an emphasis on family dynamics and suicidal behaviors. Ecosystem predictors of suicidal behaviors are discussed at the organism, microsystem, mesosystem, exosystem, and macrosystem levels. Recommendations for interventions and prevention efforts are made at each of the levels. Fifty-nine references are included. (NB)

ED 292 016 CG 020 623
Baranowski, Marc D. And Others
Men's Perceptions of Grandfatherhood.
Pub Date—Nov 87
Note—28p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987). The research presented in this document was supported by the Maine Agricultural Experiment Station.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age Differences, *Family Relationship, *Grandchildren, *Grandparents, Health, *Males, Middle Aged Adults, Older Adults, *Role Perception, *Self Concept

While husbands and fathers have attracted the attention of family researchers, grandfathers have received much less attention. This study was conducted to explore meanings associated with grandfatherhood, especially with regard to grandfathers' age and health. Questionnaires and interviews were conducted to examine grandfather-grandchild interaction patterns and the personal meaning of grandfatherhood. Subjects were 106 men between the ages of 40 and 84 years. A modified random-digit telephone dialing procedure was used to contact a random sample of households from which participants were recruited. Kivnik's measure of perceived meaning of grandparenthood was used to obtain information on the personal dimensions of grandfathering. It was found that older grandfathers tended to have less contact with grandchildren than did younger grandfathers. The gender of the grandchild was not a significant predictor of frequency or type of interaction. All five of the grandparenthood meaning factors correlated positively with age, three significantly: reinvolvement, centrality, and indulgence scores were higher for older grandfathers. In addition, the lower a grandfather scored on a self-rated measure of health, the more likely he was to agree that he gave more than he received in relationships with grandchildren. (Author/NB)

ED 292 017 CG 020 624
Gray, Jacqueline Mary And Others
Qualitative and Quantitative Aspects of Social Support on the Decision To Seek Counseling: An Exploration of College Students' Help Seeking Behaviors.
Pub Date—Aug 87
Note—47p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, Comparative Analysis, *Counseling, *Demography, Higher Education, *Individual Differences, Predictor Variables, *Psychological Characteristics, Social Networks, *Social Support Groups, Stress Variables
Identifiers—*Help Seeking, *Life Events

Although research has examined influence of social ties on health and well-being, it has not clearly identified the characteristics of social support networks that facilitate coping and mediate responses to stress. This study was conducted to determine whether individual differences in social support networks would discriminate between individuals who sought counseling from those who did not. Eighty undergraduate students from a psychology class and 80 undergraduate students from the student counseling center completed measures of life events, psychological distress, social support, and demographic characteristics. Data analysis revealed statistically significant differences between help seekers and nonhelp seekers. Examination of the individual variables relative to their discriminatory power revealed four significant discriminators for life events (number of negative events, perception of very negative events, number of positive events, and perception of very positive events); seven discriminators for psychological distress (obsessive-compulsivity, interpersonal sensitivity, depression, anxiety, psychoticism, trouble falling to sleep, and guilt); one discriminator for social support (density); and four discriminators for demographic characteristics (age, roommates, employment, and prior counseling for self and family). (Author/NB)

ED 292 018 CG 020 625
Marais, James L.
Guidance and Counselling in the Republic of South Africa: A Future Perspective.
Pub Date—Aug 87
Note—13p.; Paper presented at the International Council of Psychologists Annual Convention (45th, New York, NY, August 22-26, 1987).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Equal Education, Foreign Countries, *Futures (of Society), *Government Role, History, *Program Development, *Racial Differences, *School Guidance
Identifiers—*South Africa

This report reviews the development and history of school guidance, which began in 1936, among the various cultural groups in the Republic of South Africa. It explains how political and economic factors influenced the nature and character of school guidance and counseling and how political structures gradually led to the fact that white education and the development of guidance services took precedence over black education. Also examined are the gradual dissatisfaction of blacks with the state of education, the widespread boycotts of school by blacks in the late 1970s, and the introduction of school guidance for blacks in 1981. It is noted that the South African government, which was held mainly responsible for the dilemma in black education prior to 1980, came to the fore that year as the protagonist of a better education system for all people, asking the Human Sciences Research Council (HSRC) to undertake an investigation nationwide of education in the Republic of South Africa in 1980. The report describes how recommendations made in the HSRC 1984 report led to a workable model for school guidance for all population groups in the Republic of South Africa. The directions of school guidance in South Africa in the future are considered. (Author/NB)

ED 292 019 CG 020 626
Schilmoeller, Gary L. And Others
Comparative Health Characteristics of Adolescent and Older Mothers and Their Offspring in Maine.
Pub Date—Nov 87
Note—17p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abortions, *Adolescents, Adults, *Age Differences, Birth, *Birth Rate, Birth Weight, Demography, *Early Parenthood, Health, Individual Characteristics, Infants, Marital Status, *Mothers, Profiles, Rural Population
Identifiers—Maine
Health and demographic characteristics of adolescent and older mothers have been examined mostly in samples representative of urban populations often with large proportions of racial or ethnic minorities. The generalizability of data from urban, heterogeneous samples to service providers in states with large rural and semi-rural populations is questionable. This study analyzed the incidence of births to adolescents in Maine and compared the health and demographic characteristics of this population to those of older mothers. Data from the Maine Office of Data, Research and Vital Statistics revealed that both the number of births to adolescents as a percentage of all births and the birth rate for adolescents declined through the 1970s and into the mid-1980s. The percentage of adolescents not married at the time they gave birth rose from 20.9% in 1970 to 58.0% in 1985. For the years of 1980 through 1984, adolescent mothers began prenatal care on average about one-half month later than did older mothers. Compared to infants born to older mothers, a higher percentage of infants born to adolescents weighed less than 2,500 grams. The trend was linear, with the highest percentage of low birthweight infants being born to the youngest mothers. The mean Apgar scores for infants born to adolescents were lower than were scores for infants of older mothers. Adolescents were disproportionately represented in the category of abortions. (NB)

ED 292 020 CG 020 627
Block Grants: Federal Set-Asides for Substance Abuse and Mental Health Services. Report to the Chairman, Subcommittee on Health and the Environment, Committee on Energy and Commerce, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-88-17
Pub Date—Oct 87
Note—36p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, $2.00 each).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Block Grants, Children, Client Characteristics (Human Services), *Compliance (Legal), *Federal Aid, Federal Legislation, Federal State Relationship, Females, *Mental Health, *Resource Allocation, State Agencies, *Substance Abuse
In response to a request by Congressman Henry Waxman, the General Accounting Office (GAO) examined the implementation of legislative requirements that states set aside a percentage of their Alcohol, Drug Abuse and Mental Health Services Block Grant funds for services to targeted populations, including women substance abusers and underserved mentally ill children and adolescents. GAO obtained data from state agencies; a total of 19 providers who delivered services to the targeted populations; and 278 state- and local-level interest groups involved in alcohol, drug abuse, and mental health issues in California, Colorado, Kentucky, Michigan, Mississippi, New York, Texas, and Vermont. The results revealed that the eight states studied used a variety of procedures to collect information about program needs. In most cases, states allocated their funds according to historical trends or to maintain existing service delivery systems, rather than relying on the results of their needs assessments. The federal requirements to set aside funds for targeted populations promoted a minimum level of spending for new or expanded services to target groups. In 40% of cases, the states increased their commitment to provide required services. In remaining cases, states addressed requirements by either using projects they had already planned or by passing the responsibility for the requirements to local service providers. (NB)

ED 292 021 CG 020 628
Phifer, Paul
College Majors and Careers: How To Select a College Major.
Pub Date—Oct 87
Note—6p.; Paper presented at the Annual Meeting of the Michigan Association for Counseling and Development (Grand Rapids, MI October 25-17, 1987).
Pub Type— Guides - General (050) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, Career Counseling, *Career Planning, College Bound Students, College Students, *Congruence (Psychology), *Decision Making, Education Work Relationship, Higher Education, High Schools, *Majors (Students), School Counseling, *Student Personnel Workers, Values, *Vocational Interests
This document addresses the difficulty some students face in selecting a college major that matches their career pursuits. It includes a set of seven steps which can help high school, college, and adult students in selecting a college major. The steps presented deal with: (1) decision making skills; (2) self-assessments to identify priorities; (3) awareness of institutions, activities, involvements, and relationships which are congruent with individual values; (4) identification of factors which may influence the decision about a college major; (5) a knowledge of available college majors; (6) selecting the appropriate college; and (7) hints for lifelong development. The second section of the document provides steps for counselors, academic advisors, and student personnel workers who are involved in helping students select college majors and careers. Helping professionals are advised to establish a theoretical base or career development philosophy, stay current, maintain an updated bibliography of career- and academic-related materials, be familiar with most popular college majors, provide life planning worksheets to students, be aware of where to refer students for further assistance, and maintain a determination to assist students. (NB)

ED 292 022 CG 020 629
Goreham, Gary A. Rathge, Richard W.
Projected Prevalence of Alzheimer's Disease among North Dakota's Elderly. Report Series No. 8.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
Spons Agency—North Dakota State Univ., Fargo. North Dakota Agricultural Experiment Station.
Pub Date—Dec 86
Note—41p.; Data tables contain small print.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disease Incidence, *Futures (of Society), *Mental Disorders, Mental Health, *Older Adults
Identifiers—*Alzheimers Disease, *North Dakota
This report on Alzheimer's disease in North Dakota discusses the heightened awareness of the disease and the shift in the age structure as two possible reasons for the increase in recognized incidences of the disease. It explains the three epidemiological indices commonly used to describe a population in the study of dementing illnesses: mortality, prevalence, and incidence. National prevalence rates of senile dementia and Alzheimer's disease are presented and reasons for variations in the prevalence rates are cited, including methodological techniques, a lack of diagnostic specificity, differences in disease severity, and the sampling procedures used. The prevalence of Alzheimer's disease in North Dakota is then described. Methods used to project the prevalence of Alzheimer's disease in North Dakota residents aged 60 years and older for the period 1980 through 2000 are discussed. Medicare and Medicaid data obtained from hospital admissions records are presented which substantiate the trends suggested by the projections in the report: Alzheimer's disease is related to age, its connection with gender is unclear, and places with larger populations will have higher numbers of Alzheimer's disease patients. Implications of the report are discussed in the areas of the care of Alzheimer's disease patients, the public understanding of Alzheimer's disease, and the need for further research. Fourteen data tables are appended. Five pages of references are included. (NB)

ED 292 023 CG 020 630
Campbell, Randy V. And Others
Migraine Headaches and Marriage and Family Happiness: An Ecobehavioral Approach.
Pub Date—86
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Counseling Techniques, Drinking, *Family Counseling, Family Problems, *Family Relationship, Intervention, Marital Satisfaction, *Parent Child Relationship, *Parent Education, *Stress Management
Identifiers—*Ecobehavioral Counseling
This report describes Project 12-Ways, an ecobehavioral service and research project which provides residents of 10 rural counties in Illinois with services in the areas of parent training; stress reduction; marital counseling; self-control training, social support, and basic skills for children; activity training, health maintenance, and nutrition; home safety; and job-finding, problem-solving, money management, and prenatal and postnatal services to single parents. It illustrates the project through use of a case study of one target family referred to the project by the Illinois Department of Child and Family Services. Presenting problems of the target family are given, including the incapacitating, stress-induced migraine headaches experienced by the mother. Interventions and outcomes of interventions are discussed in the areas of parent training for the mother, stress reduction training, marriage counseling, and family budgeting. Improvements in marital satisfaction, the mother's professional success, the father's drinking, the mother's headache control, and the daughter's compliance are noted. Although it is recognized that outcomes cannot reliably be attributed to counseling alone, the ecobehavioral approach is recommended because it appears to work. (NB)

ED 292 024 CG 020 631
Wetzel, Janice Wood
Forging the Missing Link in Social Work: A Proposal to Establish a National Social Work Linkage Service.
Pub Date—87
Note—27p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperation, Higher Education, *Interdisciplinary Approach, Models, National Programs, *Research and Development, *Social Work, Social Workers, *Theory Practice Relationship
Social work, ideologically speaking, is a profession grounded in principles of integration and interaction. The principles are embedded in curriculum policies for acceditation. They span interdisciplinary information, person and environment, research and practice, practice and policy, and theory and practice. The values, knowledge, and skills integration that is proposed may not be successfully implemented for three reasons. Two reasons are specific to social work: the impossibility of carrying out all of the activities expected of social work educators and the fact the social work professionals are conflicted concerning their commitment to integration at all levels and fields of practice. Integration is not really respected or rewarded in either practice or academic arenas. Research reveals that integration is unlikely for any profession in the absence of an integrative structure. The establishment of a national social work linkage service is proposed. The service could focus on the integration of research, policy, and practice while including several areas of integrative concern. Such a service could provide the missing link that has kept social work from realizing its integrative purpose and identity, establishing social work as a visibly authentic profession. (Author/NB)

ED 292 025 CG 020 632
Summary of Selected Studies of Mental Health Issues; Related Materials. Mental Health Issues Memo No. 2.
Wisconsin State Legislative Council, Madison.
Pub Date—10 Sep 86
Note—17p.
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Deinstitutionalization (of Disabled), Institutionalized Persons, *Mental Disorders,

*Mental Health, *Research and Development, State Programs
Identifiers—Wisconsin
This report was written for the Wisconsin State Legislative Council's Special Committee on Mental Health Issues. It summarizes selected studies of mental health issues, focusing on the most recent studies conducted in Wisconsin and studies conducted elsewhere that examined issues relevant to the work of the committee. For each study reviewed, information is provided on the date of the study, the subjects and methodology used, and findings and conclusions. Four studies conducted in Wisconsin are reviewed which deal with the involuntary civil commitment process in Wisconsin and in Milwaukee County and with mental health inpatient services. Also included is a list of materials relating to parents and family members of the mentally ill which was collected by the Alliance for the Mentally Ill. Studies reviewed which do not focus specifically on Wisconsin mental health services include studies examining state programs for care of the seriously mentally ill, funding sources and expenditures by state mental agencies, national guidelines for involuntary civil commitment, the homeless mentally ill, a model state law on civil commitment of the mentally ill, statutory criteria for civil commitment, and the National Institute of Mental Health Community Support Program. A list of eight articles relating to the nature and treatment of mental illness concludes the report. (NB)

ED 292 026 CG 020 633
Bogar, Anne Shannon, Pam
Background on Wisconsin's Prison and Community Corrections System. Staff Brief 86-4.
Wisconsin State Legislative Council, Madison.
Pub Date—10 Jul 86
Note—50p.; Portions of appendices contain small print.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administration, Adults, *Correctional Institutions, Correctional Rehabilitation, Criminals, *Prisoners, *Sentencing
Identifiers—*Parole, *Probation (Criminal Justice), Wisconsin
This report was prepared for the Wisconsin State Legislative Council's Special Committee on Community Corrections Issues. It provides background information on the Wisconsin prison system for adults and the Wisconsin community corrections system for adults. Part I examines the prison system, focusing on administration of the system, sentencing procedures, inmate assessment and evaluation, and parole determination. Presentence investigations, sentencing guidelines and scoring, incarceration, and probation are discussed in the section on sentencing procedures. The section on parole determination describes discretionary parole, special action release and extra special action release, and mandatory release. Part II looks at the community corrections system. It presents information on administration of the system, probation and parole classification, case management classification, supervision of probationers and parolees, programs and services for female offenders, revocation of probation and parole, and the use of county jails. Five appendices include relevant sections of the Wisconsin Administrative Code, an organizational chart of the prison and correction systems, a client risk, classification form, and a directory of resources for women offenders in Wisconsin organized by region and county. (NB)

ED 292 027 CG 020 634
Russell, Pam
The Legal Framework for Care and Treatment of the Mentally Ill. Staff Brief 86-7.
Wisconsin State Legislative Council, Madison.
Pub Date—16 Jul 86
Note—42p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Civil Rights, *Legal Responsibility, *Mental Disorders, Mental Health, Placement, *State Programs
Identifiers—Wisconsin
This report was prepared for the Wisconsin State Legislative Council's Special Committee on Mental Health Issues. It summarizes legal issues and procedures relating to the admission, commitment, and treatment of the mentally ill in Wisconsin. Part I sets forth legal definitions of certain key mental health terms, including mental illness as it is defined generally and in relation to involuntary commitment, chronic mental illness, incompetence, and developmental disabilities. Part II describes legal concepts which provide the basis for the legal rights currently provided to the mentally ill. This section looks at constitutional rights concerned with liberty interest, least restrictive setting, procedural due process, humane conditions and minimally adequate treatment, refusal of treatment, and release. It also examines statutory rights related to conditions of confinement, periodic review of placement, and confidentiality. Part III provides a detailed description of the current standards and procedures which apply to obtaining voluntary and involuntary care and treatment for the mentally ill within the civil court system. Part IV provides a brief description of the current statutory procedures which apply to receiving mental health treatment within the criminal justice system. (NB)

ED 292 028 CG 020 635
Rose, Laura
Mental Health Services in Wisconsin. Staff Brief 86-8.
Wisconsin State Legislative Council, Madison.
Pub Date—16 Jul 86
Note—53p.; Some tables contain small print.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Client Characteristics (Human Services), *Community Services, *County Programs, *Financial Support, *Mental Disorders, *Mental Health Programs, *State Programs
Identifiers—Wisconsin
This report, written for the Wisconsin State Legislative Council's Special Committee on Mental Health Issues, describes mental health services in Wisconsin. Part I summarizes the state and county organizational structures and responsibilities for mental health services and provides an introductory summary of funding sources for those services. Part II discusses inpatient mental health services provided through specialty hospitals, psychiatric units at general hospitals, and nursing homes. It includes information on service requirements, numbers of patients served, patients' lengths-of-stays and diagnostic categories, and county expenditures for services. Part III describes outpatient, residential, and other community-based mental health services. It includes information on the types of services and programs provided, numbers of clients served, clients' diagnostic categories, and county expenditures for services. Part IV discusses funding sources and amounts for county expenditures for mental health services in Wisconsin and for the state operation of Mendota and Winnebago Mental Health Institutes. Twelve tables are included, and five appendices provide data on inpatient, outpatient, sheltered employment and residential programs expenditures by county mental health boards as well as types of community services for which fees are exempt, optional, or mandatory. (NB)

ED 292 029 CG 020 636
Henkel, Jane R.
Mental Health Services to State Corrections Inmates. Staff Brief 86-10.
Wisconsin State Legislative Council, Madison.
Pub Date—23 Jul 86
Note—49p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Correctional Institutions, *Correctional Rehabilitation, Institutionalized Persons, Institutional Personnel, *Mental Disorders, *Mental Health Programs, *Prisoners, *State Programs
Identifiers—Wisconsin
This report was written for the Advisory Committee on Mentally Ill Inmates of the Wisconsin State Legislative Council's Special Committee on Mental Health Issues. It describes mental health services to inmates of Wisconsin's state prisons. Part I describes the organization of state level responsibilities for corrections, including the state corrections administrative structure and budget, the state correctional institutions and centers, and the structure for the delivery of mental health services to inmates of state correctional institutions and centers. Part II describes the provision of mental health services to inmates of state correctional facilities through clinical services programs at the institutions, the Wisconsin Resource Center, and commitment to a state mental health institute. This section also describes services provided to persons on probation and parole. Part III describes administrative rules relating to the use of psychotropic medication in state correctional facilities and a 1985 report on the use of those medications. Part IV describes training given to state correctional officers on the needs of inmates for mental health services. Appendices include organizational charts of the Wisconsin Department of Health and Social Services and tables of data on Wisconsin corrections institutions populations, clinical service staff and consultants, and state resource center staff positions. (NB)

ED 292 030 CG 020 637
Shock, Nathan W. And Others
Normal Human Aging: The Baltimore Longitudinal Study of Aging.
National Inst. on Aging (DHHS/NIH), Bethesda, MD.
Report No.—NIH-84-2450
Pub Date—Nov 84
Note—661p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - General (140) — Reports - Research (143) — Books (010)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors—*Age Differences, *Aging (Individuals), *Individual Development, *Longitudinal Studies, Research Methodology
Identifiers—*Baltimore Longitudinal Study of Aging
The Baltimore Longitudinal Study of Aging (BLSA) was begun in 1958 to trace the effects of aging in humans and to distinguish between the true effects of aging and those processes, including disease, socioeconomic disadvantage, and lack of educational opportunity, that may appear or become more pronounced with time but are biologically irrelevant to the underlying mechanisms of human aging. It has sought to achieve this goal by making measurements on over 1,000 male volunteers who at their entry into the study were aged 17 to 96 years and were living independently in the community. Since 1978, women have been systematically added to the BLSA. This document presents a report of the BLSA's first 23 years. Chapter I describes methods for the study of aging. Chapter II provides a literature review of studies that illustrate the strengths and weaknesses of the longitudinal method and that were conducted on normal community-residing adults. Chapter III describes the general design of the study, characteristics of the subjects, the tests used, data storage and retrieval, and methods of data analysis. Chapter IV describes in detail the testing procedures followed. The results of published BLSA cross-sectional analyses are summarized in chapter V, while those based on longitudinal examinations of selected variables are summarized in chapter VI, and 35 of those longitudinal studies themselves are reprinted in the appendix, which comprises over half of this volume. Preceding the appendix, the seventh and last chapter looks at future directions for the BLSA. Thirty-five tables and 48 figures are included, and a 386-item reference list is provided. (NB)

ED 292 031 CG 020 638
Sweet, Richard
Selected Laws, Rules and State-Level Activities in Wisconsin Related to Acquired Immunodeficiency Syndrome. Information Memorandum 87-4.
Wisconsin State Legislative Council, Madison.
Pub Date—17 Sep 87
Note—14p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Diagnostic Tests, Health Insurance, *Insurance, *Legal Responsibility, *State Legislation, *State Programs
Identifiers—Wisconsin
This information memorandum describes the selected laws, rules, and state-level activities in Wisconsin related to acquired immunodeficiency syndrome (AIDS) and tests for antibodies to the virus (HIV) that causes AIDS. A section on current state laws on AIDS and HIV antibody testing describes laws related to informed consent for testing, requirement for testing, confidentiality of test results, required reporting of positive test results, restrictions on the use of tests for employment purposes, restrictions on the use of tests for insurance purposes, eligibility for the Health Insurance Risk Sharing Plan, and penalties for violating the

statutory provisions. A section on the Public Health Task Force on AIDS briefly describes the task force's summary report on AIDS and lists 17 other task force publications and information on how to obtain copies of the reports. The next part of the report discusses sections in 3.53 and 6.67 of the Wisconsin Administrative Code which deal with the underwriting of individual life, accident, and health insurance policies and the issues of HIV antibody testing and sexual orientation. The final section discusses 1987 Wisconsin Act 27 which appropriates funds for purposes related to AIDS and HIV infections. Seven purposes for use of funds are listed and provisions vetoed by the governor are described. (NB)

ED 292 032 CG 020 639
Salm, Don
Legislation on Custody Arrangements. Wisconsin Legislative Council Report No. 2. to the 1987 Legislature. 1987 Assembly Bill 205, Relating to Granting Custody, Periods of Physical Placement and Visitation in an Action Affecting the Family and Making an Appropriation.
Wisconsin State Legislative Council, Madison.
Report No.—RL-87-2
Pub Date—11 Mar 87
Note—24p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Custody, Child Welfare, *Court Litigation, *Divorce, *Parent Rights, *State Legislation
Identifiers—*Joint Custody, Wisconsin
This report presents Wisconsin state legislation dealing with custody arrangements. Part I gives key provisions of 1987 Assembly Bill 205. Part II reviews background activities related to the custody legislation. Part III discusses major issues relating to child custody arrangements, including definition clarification, child custody dispute resolution procedures, the joint custody award system, the standard for changing custody arrangements, the removal of a child's residence, and visitation rights of nonparents. Part IV summarizes provisions of the bill in the areas of: (1) definitions of relevant terms (legal custody, sole legal custody, joint legal custody, and physical placement); (2) joint legal custody; (3) periods of physical placement; (4) mediation; (5) modification of child custody order; (6) visitation rights of nonparents; (7) factors in legal custody determination; (8) miscellaneous changes; and (9) initial applicability and effective dates. A list of materials of the Wisconsin Legislative Council's Special Committee on Custody Arrangements is appended. (NB)

ED 292 033 CG 020 640
Legislation on Community Corrections Issues. Report No. 5.
Wisconsin State Legislative Council, Madison.
Pub Date—13 Apr 87
Note—17p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Caregivers, *Community Programs, *Correctional Rehabilitation, Court Litigation, *Criminals, *Punishment, *State Legislation, Victims of Crime
Identifiers—*Probation (Criminal Justice), *Restitution, Wisconsin
This report presents Wisconsin state legislation on community corrections issues. Part I provides a description of key provisions of two relevant 1987 assembly bills. Part II summarizes activities of the Wisconsin State Legislative Council's Special Committee on Community Corrections Issues. Part III provides a description of the background and major provisions of 1987 Assembly Bill 260 which: (1) allows the court to order payment of unpaid restitution as a condition of parole for revoked probationers; (2) requires the district attorney to obtain information on the victim's pecuniary loss, unless a presentence investigation is ordered; (3) clarifies that the victim must demonstrate losses and the defendant must demonstrate ability to pay; (4) allows the court to establish a restitution payment schedule; and (5) allows the court to order joint and several liability for restitution payments. Part IV provides a description of the background and major provisions of 1987 Assembly Bill 261 which specifies that persons participating as child care workers in the Department of Health and Social Services' pilot project to provide child care services to children of probationers are state agents and covered by state liability programs, and authorizes the Department of Justice to treat, as a state agent, any person participating as a child care worker in the project. A list of committee materials is appended. (NB)

ED 292 034 CG 020 641
Legislation on Long-Term Care Insurance. Report No. 11.
Wisconsin State Legislative Council, Madison.
Pub Date—28 May 87
Note—38p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Health Care Costs, *Health Insurance, *Health Services, Medical Services, *State Legislation
Identifiers—*Long Term Care, Wisconsin
This report presents Wisconsin state legislation on long-term care insurance. Part I summarizes key provisions of six 1987 assembly bills concerned with long-term care insurance. Part II describes activities of the Wisconsin State Legislative Council's Special Committee on Long-Term Health Care Insurance. Part III provides background information on long-term care insurance. Parts IV through IX describe the background and major provisions of the six bills: (1) 1987 Assembly Bill 382, relating to a program for long-term care insurance and creating the Council on Long-Term Care Insurance in the Department of Health and Social Services; (2) 1987 Assembly Bill 383, relating to the provision of information and counseling on insurance and medical assistance by the Board on Aging and Long Term Care to certain entities for consumer use and making appropriations; (3) 1987 Assembly Bill 384, relating to long-term care insurance coverage for state employees and annuitants who were state employees and their spouses, children, and parents; (4) 1987 Assembly Bill 385, relating to excepting service provision in certain facilities under continuing care contract from capital expenditure review requirements; (5) 1987 Assembly Bill 386, relating to expanding the authority of the Wisconsin Health Facilities Authority to issue bonds and finance projects; and (6) 1987 Assembly Bill 387, relating to review and appeal procedures under a Medicare supplement policy, Medicare replacement policy, or a nursing home insurance policy. (NB)

ED 292 035 CG 020 642
Legislation on Mental Issues. Report No. 13.
Wisconsin State Legislative Council, Madison.
Pub Date—16 Oct 87
Note—68p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Institutionalized Persons, *Mental Disorders, *Mental Health, *Mental Health Programs, Placement, *Prisoners, *State Legislation
Identifiers—Wisconsin
This report presents information on Wisconsin state legislation dealing with mental health issues. Part I provides descriptions of key provisions of four 1987 state senate bills. Part II reviews the activities of the Wisconsin State Legislative Council's Special Committee on Mental Health Issues. Parts III, IV, V, and VI describe the background and major provisions of the four mental health bills: (1) 1987 Senate Bill 351, relating to commitment standards and procedures for and alternatives to commitment; (2) 1987 Senate Bill 352, relating to outpatient mental health treatment of minors 14 years of age or older; (3) 1987 Senate Bill 353, relating to local assistance for community support programs and guardianship grants; and (4) 1987 Senate Bill 680, relating to services for and commitments of mentally ill inmates and criminally committed persons. Appendices list committee votes, current commitment standards, and materials from the Special Committee on Mental Health Issues and the Advisory Committee on Mentally Ill Inmates. (NB)

ED 292 036 CG 020 643
Johnston, Shawn A. And Others
Sexual Arousal Attributions and Gender Identity Perceptions of Child Molesters.
Pub Date—Aug 87
Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Arousal Patterns, Attribution Theory, *Child Abuse, *Cognitive Processes, *Cognitive Style, College Students, Comparative Analysis, *Criminals, Emotional Response, Higher Education, Locus of Control, Males, *Sexual Abuse, *Sexual Identity
Identifiers—*Child Molesters, Sex Offenders
Analyses of deviant sexual behaviors have most often derived from psychodynamic or behavioral theory. Little systematic research attention has been paid to the role of intervening cognitive variables such as social perception and the causal attribution process. Two studies were conducted to examine differences in cognition between child molesters and control groups. The first study explored causal attributions for sexual arousal in 19 child molesters in court-order outpatient treatment and 19 non-pedophilic adult males. The results revealed that molesters perceived their sexual arousal as being internally caused and more stable over time, when compared to controls. The second study examined gender identity perception by operationally defining the quality of perceptions of gender through the production of human figure drawings. Subjects were 23 child molesters and 28 male college students. Results from the second study showed that molesters' view of themselves and of women differed from the views held by male college students. Specifically, molesters appeared to perceive themselves as smaller and less powerful than women and to exhibit confusion regarding gender differentiation. The findings from both studies suggest that child molesters may experience and think about sex in a significantly different way from sexually non-deviant men. (Author/NB)

ED 292 037 CG 020 644
Hanisch, Kathy A. Carnevale, Peter J.
Gender Differences in Mediator Behavior.
Pub Date—29 Aug 87
Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Arbitration, *Cognitive Style, College Students, *Conflict Resolution, Higher Education, Negotiation Agreements, Problem Solving, *Sex Differences
Identifiers—*Mediators
Use of a mediator to facilitate voluntary agreements between disputants is becoming a widely used method of conflict resolution in a variety of contexts. This study simulated a dispute to examine the influence of mediator and negotiator gender on mediator behavior. Male (N=94) and female (N=94) college students mediated a computer-simulated dispute between either two males, two females, or a male/female pair. The results revealed a gender difference in the type of messages the mediators sent to those designated as bargainers. Compared to females, males were more confident in their ability to mediate and felt that their recommendations had greater influence on negotiators. It was more important to females that the negotiators approve of their recommendations. Males used coercive pressing and compensating tactics more than did females; females used integrating tactics and were more inactive than were males. Mediators were more likely to use coercive pressing and compensating tactics with opposite gender negotiation pairs than with same gender pairs. No gender related effects were found for the quality of mediators' proposals. (Author/NB)

ED 292 038 CG 020 645
Buehler, Cheryl
Parents' Well-Being and Parent-Child Relationships Following Marital Separation.
Pub Date—Nov 87
Note—32p.; Paper presented at the Annual Conference of the National Council of Family Relations (49th, Atlanta, GA, November 14-19, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Divorce, *Emotional Adjustment, Fathers, Intervention, Life Satisfaction, Mothers, *Parent Attitudes, *Parent Child Relationship, Program Effectiveness, Self Esteem, *Sex Differences, *Well Being
The well-being of parents and children and the quality of the parent-child relationship during divorce deserve attention. This study examined the

relationship between aspects of parent-child relationships and the well-being of parents during marital separation and investigated the effects of a 5-week community-based educational intervention for divorcing parents on parent-child relations and parental well-being. A pre-post, treatment-control research design was used. A questionnaire assessing parental well-being and parent-child characteristics was completed by 122 treatment parents who participated in the intervention and 81 control parents who did not. A follow-up questionnaire was completed one month after the workshop intervention. The results revealed that three of the five indicators of parental well-being could be explained by selected characteristics of the parent-child relationship. Self-esteem and life satisfaction during marital separation seemed somewhat dependent on the parent's perception of direct involvement with the child, companionship, and parent-child communication. The level of psychosomatic symptomatology was correlated negatively with child compliance and positively with the use of coercive control attempts. No significant differences were found between treatment and control subjects on the measures of well-being. The findings provide some direction for future intervention with divorcing parents. (NB)

ED 292 039 CG 020 646
Krebill, Joan Taylor, Julie
A Teaching Guide to Preventing Adolescent Sexual Abuse.
Report No.—ISBN-0-941816-50-8
Pub Date—88
Note—195p.
Available from—Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, *Child Abuse, *Prevention, Program Development, Program Implementation, *Secondary Education, Secondary School Students, *Sexual Abuse, Teaching Guides
This teaching guide was created for school districts and other agencies to use in developing and teaching sexual abuse prevention education programs at the secondary school level. The first section presents an eight-step approach to the development of a program at the secondary school level. The second section discusses special issues in teaching prevention education, offers suggestions for creating a classroom atmosphere conducive to discussions about a topic as sensitive as sexual abuse, and provides information to help the teacher become comfortable with the subject of sexual abuse and answer difficult questions students might ask. The third section contains 23 activities for teaching adolescents the knowledge and skills to prevent victimization. The activities are divided into seven areas: (1) facts about sexual abuse; (2) feelings; (3) personal safety skills; (4) assertiveness skills; (5) skills to prevent date rape; (6) getting help; and (7) media influences. Appendix A contains background information on sexual abuse and prevention education with a special focus on adolescents. Other appendices provide samples of reporting policies, indicators of sexual abuse, intervention and treatment processes, group processes, evaluation guidelines, and forms and lists of national resources. A selected bibliography lists resources for background information and program development, as well as curricula, books for parents, supplemental materials, and films. (NB)

ED 292 040 CG 020 647
Kowalski, Patricia S. And Others
Self-Perceptions in the Transition to Seventh Grade.
Pub Date—Mar 86
Note—22p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (1st, Madison, WI, March 21-23, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competence, Elementary School Students, *Grade 7, Intermediate Grades, Junior High Schools, Junior High School Students, Middle Schools, *Self Esteem, *Self Evaluation (Individuals), *Student Attitudes, *Student Motivation
This study investigated the effect of students' entry into the seventh grade versus entry into a new school setting on their perceptions of self-worth, competences, and motivational orientation. Four groups of students were examined longitudinally as they made the transition to a new grade: (1) students who moved from fifth to sixth grade in the same school; (2) students who moved from fifth grade in an elementarty school to sixth grade in a middle school; (3) students who moved from sixth to seventh grade in a middle school; and (4) students who moved from sixth grade in an elementary school to seventh grade in a juinor high school. The effects of both grade change and school switch were observed on indices of perceived academic competence and motivation, but not on general self-worth. Seventh graders reported lower competence than did sixth graders regardless of whether they changed schools or not. Seventh graders at the junior high reported the lowest levels of motivation. Overall, changing to the seventh grade appeared to have a greater impact on self-perceptions than did switching schools. Students' reported preference for challenging work before the transition contributed significantly to predicting change in perceived competence after the transition. Curriculum changes occurring between the sixth and seventh grades may contribute to changes in student self-perceptions. (Author)

ED 292 041 CG 020 648
Demery, Marie
Academic Counseling: Content-Guide-Checklist for Three Interviews Per Semester. (Working Paper No. 1).
Pub Date—87
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Advising, College Students, *Counseling Techniques, Higher Education, *Interviews, *School Counseling, *Student Needs, *Test Construction, Test Use
Interviews are the major tools of academic counseling at Northwestern State University (NSU) in Natchitoches, Louisiana. To enhance the specific application forms and the meaningful qualities of interviews, a counseling Content-Guide-Checklist has been constructed from NSU fall 1987 academic counseling interview reports and from a review of the literature. The Content-Guide-Checklist consists of 27 question-guides which reflect a selective summary of one-to-one interactions with approximately 115 Special Services students who were mainly first-generation college students and were from low-income families. To complement the assistance process of helping these students to help themselves succeed every semester and to graduate, this instrument will also flexibly strengthen the total interview structure of academic counseling. A review of the literature, based on 21 references, supports the validity and use of such a tool, with modifications according to the needs of students, at NSU and other institutions of higher education. The Content-Guide-Checklist, intended to be further developed in the 1988 spring semester interviews, is included. The major part of the document individually lists each of the 27 question-guides and provides relevant information from the literature review and from interviews to support the topic. (Author/NB)

ED 292 042 CG 020 649
Adler, Nancy E. And Others
Understanding Adolescent Contraceptive Choice: An Empirical Test.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
Pub Date—Aug 87
Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, *Adolescents, Cognitive Development, Cognitive Processes, *Contraception, *Decision Making, *Logical Thinking, Problem Solving
Research using expectancy models has shown contraceptive choice among adults to be a rational process in that intentions and behaviors reflect an individual's beliefs, values, attitudes, and perceptions of social norms. This study examined whether such an approach could accurately represent adolescents' contraceptive decision-making. It used the model of reasoned action developed by Fishbein and Ajzen (1980) to examine intention to use each of four methods of birth control (pill, condom, diaphragm, and withdrawal) in the next year. Adolescents (N=505) seeking health care from either a university adolescent medicine clinic or an adolescent clinic of a large health maintenance organization were interviewed regarding their beliefs, values, and intentions regarding contraceptive use. Analyses were performed separately for the four groups of sexually active/inactive males and females. The results support the utility of the model in the adolescent sample. For sexually active and inactive females, beliefs about the consequences of use of each method and evaluations of those consequences were significantly related to subjects' global attitude or overall attitude about using the contraceptive. For males, these relationships were significant for three of the four methods. The findings suggest that adolescents do engage in a rational process in making contraceptive choices and that these relate to their intentions as well as their behaviors. (NB)

ED 292 043 CG 020 650
Teenage Suicide in Oregon 1983-1985.
Oregon State Dept. of Human Resources, Portland.
Pub Date—Oct 86
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Death, Demography, Futures (of Society), Incidence, Racial Differences, Sex Differences, *Suicide, Trend Analysis, *Youth Problems
Identifiers—*Adolescent Suicide, *Oregon
During the 3-year period from 1983 through 1985, 80 Oregon teenagers intentionally took their own lives, making suicide second only to accidents as the leading cause of death among Oregon teenagers. Data on suicides committed by individuals between the ages of 10 and 19 were retrieved from death certificates on file with the Oregon Health Division and were analyzed. The results revealed that the adolescent suicide rate increased in Oregon between 1983 and 1985. The suicide rate declined for male adolescents, but continued to increase for female adolescents. Among teenagers, the sharpest increase in suicide occurred at 19 years of age. While most suicide victims were White, Indian teenagers were more likely to commit suicide than were Black teenagers. Laborer was the most common occupation among teenage suicide victims who worked. Thirty-four percent of the suicides among teenagers occurred during the winter months. Seventy percent of victims killed themselves at home. Guns were used in 6 of every 10 teenage suicides, with handguns being used most frequently. Hanging was the method selected by 25% of suicide victims. Data from other studies suggest that the elevated suicide rates found among Oregon adolescents will persist in coming years. (NB)

ED 292 044 CG 020 651
Owens, Ann English And Others
Report of National Collegiate Alcohol Awareness Week Activities Fall 1987.
Pub Date—Dec 87
Note—97p.; Most pages contain light, broken type.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Alcohol Abuse, *College Programs, College Role, College Students, Drinking, *Drug Abuse, *Drug Education, Higher Education, *Prevention, Program Implementation
This document presents a report of the education and prevention activities recognizing National Collegiate Alcohol Awareness (NCAA) Week undertaken at Central Michigan University in Mt. Pleasant, Michigan during October and early November, 1987. It begins with a brief review of the university's campus-wide programs, goals, and activities to reduce alcohol abuse and other drug use. NCAA Week activities that were sponsored are reviewed, focusing on how they were implemented to encourage participation, the level of participation in the activities, program evaluations, and long-term results/impact of the week's activities. The report concludes with a summary of the planned alcohol and other drug education activities for the remainder of the academic year. Relevant materials are appended, including letters of support for the activities, flyers and advertisments, newspaper and magazine articles, memorandums, brochures, and newsletters. (NB)

ED 292 045 CG 020 652
The Ninth Grader and Beyond: A Review of the

Ninth Grade Task Force.
Spokane School District 81, Wash.
Pub Date—Oct 86
Note—48p.
Pub Type— Reports - General (140) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dropout Prevention, *Dropouts, *High Risk Students, High Schools, *High School Students, *Program Effectiveness, Student Attrition, Trend Analysis, Youth Problems
Identifiers—Washington (Spokane)

There is a growing concern at the national, state, and local levels over the number of students who are leaving school without graduating. In response to this concern, Spokane School District No. 81 in Spokane, Washington established a ninth-grade task force to examine the issue of dropouts. This report reviews related literature examined by the task force, highlights out-of-district program designs that maximize the success of ninth graders and dropouts in general, tabulates and analyzes district data on dropouts, and provides recommendations for further study. Tables are included which illustrate dropout rates by state for 1982 and 1984; the District No. 81 annual state dropout report; and District No. 81 dropout data comparisons by year and grade level for 1969 through 1972, 1976 through 1979, and 1983 through 1986. Figures illustrate the economic impact of dropouts, issues related to dropout-prone students in a middle-class suburban high school, the percent of 9th through 12th graders who drop out by year and by grade level, and the Spokane School District No. 81 curriculum and intervention programs and services. Materials relevant to the task force operations are appended. (NB)

ED 292 046 CG 020 653
Haight, Barbara K.
The Life Review as a Counseling Modality for Use by Nurses.
Pub Date—1 Oct 86
Note—31p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Counseling Techniques, Daily Living Skills, Depression (Psychology), Homebound, *Life Satisfaction, *Older Adults, Personal Narratives, *Well Being
Identifiers—*Life Review

Life review is frequently reported as a therapeutic modality providing a healthy means of adaptation for the elderly. This study was conducted to clarify the therapeutic role of the life review as a holistic nursing intervention in a sample of 60 homebound elderly persons. A structured life review process was designed, implemented, and evaluated for its ability to increase functional well-being. Pre- and post-test measures of life satisfaction, psychological well-being, depression, and activities of daily living were administered to three groups of subjects: an experimental group who received the treatment of the life review process, a control group who received a friendly visit, and a no-treatment group who participated only in the testing periods. Pillai's trace demonstrated statistical significance for overall group effect with F (8,84) = 2.24 (p.0319). Canonical variates indicated that the Life Satisfaction Index A and the Affect-Balance Scale accounted for 29% of the variance. Findings support the hypothesis that those elderly people who participate in a structured process of life review will improve in overall well-being. These findings suggest a structured life review process may be a significant counseling modality for use as a holistic nursing intervention. (Author/NB)

ED 292 047 CG 020 654
Thomas, H. Grant, Jr.
Peer Assistance and Leadership (PAL) Program. Program Summary.
Pub Date—Apr 87
Note—6p.; Paper presented at the Annual National Peer Helpers Association Conference (1st, St. Charles, MO, June 18-20, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Helping Relationship, High Schools, *High School Students, *Peer Counseling, Peer Relationship, Peer Teaching, Program Effectiveness, *Student Development, Student Improvement, *Student Leadership

This document describes the Peer Assistance and Leadership (PAL) Program, a peer helping program developed by the Austin Independent School District in Austin, Texas. It explains how selected high school students are trained to work as peer facilitators with younger students either on their own campus or from feeder junior high or elementary schools. The basic goal of the PAL program is given as helping the younger students to have a more positive and productive school experience and to make more responsible and informed decisions. Activities in which PAL students participate are listed, including outreach programs in the communities which deal with teenage sexuality, suicide, and drug and alcohol abuse. It is noted that PAL students provide younger students with individual and group peer support, discussion sessions, and tutorial assistance. The history of the PAL program since its beginning in 1980 is briefly reviewed, PAL student training is described, and results of evaluations of the PAL program are discussed which attest to its success. The role of the PAL Advisory Committee, a volunteer organization of outstanding former PAL students, is discussed and future uses of PAL as a model program are considered. (NB)

ED 292 048 CG 020 655
Hartman, E. Alan And Others
Robustness of Job Classification Systems: An Examination of Alternative Indicators.
Pub Date—15 Jan 87
Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classification, Cluster Grouping, Higher Education, *Job Analysis, *Occupational Clusters, *Occupational Information, *Supervisors, Validity

Any attempt to describe every job position and the activities contained in it would yield a confusing mass of information. Consequently, industrial psychologists have generated methods for classifying occupational positions into a smaller number of jobs or job families. Based on prior research it has been concluded that different kinds of job descriptors yield different job classifications. The limited robustness of such classification systems observed in previous efforts might be attributed to the use of only a few, relatively homogeneous jobs. To examine this hypothesis, both task and ability requirements data were used to describe some 600 positions in occupational fields ranging from clerk to computer programmer. All student assistant positions within a midwest university were studied. A job analysis questionnaire was developed and 79 supervisors of student assistants were asked to complete one response sheet for each unique student position supervised. Separate occupational classifications were developed for each type of indicator using a Ward and Hook (1963) procedure. In cross-validation, it was found that the two indicator types yielded very similar occupational classifications. These findings support the validity of job families derived from the Ward and Hook clustering procedure for both tasks and skills/abilities. (Author/NB)

ED 292 049 CG 020 656
Feuer, Robert A. Tyndall, Larry W.
Broverman Revisited: Clinicians' Sex Role Stereotyping in the 1980s.
Pub Date—Aug 87
Note—29p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Androgyny, Health Personnel, Mental Health, Role Perception, Self Evaluation (Individuals), *Sex Bias, Sex Differences, *Sex Role, *Sex Stereotypes

In 1970, Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel administered a Stereotype Questionnaire to 79 male and female clinically trained psychologists, psychiatrists, and social workers. The study concluded that sex bias was demonstrated in that clinicians' trait ascriptions given to the mentally healthy adult person did not differ significantly from traits ascribed to the mentally healthy adult male, but did differ significantly from traits ascribed to the mentally healthy adult female. A study was conducted as a modified replication of the Broverman et al. work using the short form of the Bem Sex Role Inventory (BSRI). Additionally, mental health clinicians' (N=106) personal sex role orientations were compared with their sex role ratings of the mentally healthy person, woman, and man. Sex role ascriptions were found to be a function of rater gender, BSRI scale, and the rated target. The mentally healthy person and woman were rated as androgynous. The mentally healthy man was rated as masculine. In general, clinicians were found to rate theoretical targets with the same sex role orientation as they rated themselves. (Author/NB)

ED 292 050 CG 020 657
Ishii-Kuntz, Masako
The Impact of Informal Social Support on Well-Being: Comparison across Stages of Adulthood.
Pub Date—Nov 87
Note—26p.; Paper presented at the Annual Conference of the National Council of Family Relations (49th, Atlanta, GA, November 14-19, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Age Differences, *Family Relationship, *Friendship, *Neighborhoods, *Social Support Groups, Social Theories, *Well Being

Social gerontological studies have found little relation between family availability and interaction and well-being of the elderly. Friendship and neighboring interactions seem more consistently related to well-being, but even this is not universal. This study, conducted to examine whether similar patterns exist in other age groups, included young adults, early middle-aged adults, late middle-aged adults, and older adults to compare the effects of social support on well-being in different stages of adulthood. Data were obtained from the Quality of American Survey which provided interview data from 3,692 adults about their social-psychological condition, their needs and expectations from life, and the degree to which their needs were satisfied. The results showed that family support had the strongest effect on well-being of men and women in early adulthood. Support by friends was the next highest predictor of well-being, followed by support by neighbors. All three supports were found to be significantly related to well-being for young adults. Similar patterns were found for other age groups as well. These findings support the hypothesis that social support is positively related to well-being. These findings were different from findings of previous social genrontological studies, possibly due to the difference in measuring interaction and social support variables. The findings do appear to be consistent with various theories in social gerontology. (NB)

CS

ED 292 051 CS 009 054
Freeman, Ruth H.
Text Structure and Reading Comprehension: The Development of Five Structure Models and Issues in Comprehension of Expository Prose.
Pub Date—[87]
Note—99p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cognitive Structures, Elementary Secondary Education, Expository Writing, Grade 6, Language Processing, *Models, Parallelism (Literary), *Reader Text Relationship, *Reading Comprehension, *Reading Processes, Reading Research, Retention (Psychology), Schemata (Cognition), Structural Analysis (Linguistics)
Identifiers—Anderson (John R), Crothers (Edward), Discourse Organization, Expository Text, Frederiksen (Carl), Hierarchical Structural Analysis, Kintsch (Walter), Semantic Mapping, *Semantic Memory, Text Coherence, Text Processing (Reading), *Text Structure, van Dijk (T A)

In order to investigate the text structure/reading comprehension relationship, this paper reviews recent research on text representation theories. Text

structure investigation–research on semantic memory as it is concerned with meaning from the word level through the inference level–follows the premise that sentences are understood in the context of their use if the comprehender has the ability to project meaning to the concept. Five models of text structure, intended to explicate the comprehension of reading, are examined in the paper: (1) Crother's logical relations model; (2) Meyer's hierarchical organization model; (3) Frederiksen's constructive model of discourse proceeding; (4) Kintsch's model of semantic memory; and (5) the Anderson and Reder encoding elaboration model. The paper explains the analytic system of each model, in which text comprehension is assessed by comparing author intent with reader recall. The theoretical base and distinctive features of each model are detailed, and the methodology and findings of supporting research are reviewed. Other issues addressed in the paper include how text structure influences the structure created by the reader, how it reflects what is learned and retained, and how it affects information retrieval from the semantic knowledge structure of human memory. (Seven pages of references are appended.) (MM)

ED 292 052 CS 009 055
Gordon, Sandra L. Van Dongen, Richard
Relationships between Reading Activities and Language Use.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date—Jan 88
Note—8p.
Journal Cit—Insights into Open Education; v20 n5 Jan/Feb 1988
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Classroom Design, *Classroom Environment, *Curriculum, Elementary Education, Kindergarten, Language Experience Approach, *Language Usage, Parent Participation, Reader Text Relationship, Reading Aloud to Others, Reading Materials, Teacher Role, *Written Language
Identifiers—*Print Awareness
Noting that the ways children encounter and use print in the classroom can be examined as surface and organizing content of curriculum, this article provides descriptions of innovative uses of print in the kindergarten and elementary school classroom. Curriculum "surface content" includes activities, use of classroom space, display, and materials while "organizing content" includes the purposes and functions of language. The article also offers examples of how teachers can help students use language to build representations about their world such as: posting instructions on hamster care near the classroom's hamster cage; setting up an attractive reading corner where children may select stories that they want to have read to them by parent volunteers; encouraging conversation between students and visitors about labelled objects in the classroom; and other similar activities. (ARH)

ED 292 053 CS 009 056
Fingeret, Arlene
The Politics of Adult Literacy Education.
Pub Date—Jan 88
Note—7p.; Address presented to the National Urban Literacy Conference (Washington, DC, January 22, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Cultural Context, Educational History, *Functional Literacy, Government Role, *Literacy Education, Political Attitudes, Power Structure, Quality of Life, Social Structure, State Programs
Identifiers—*Educational Issues, Literacy Campaigns
Recent attention to literacy, rather than focusing on literacy for social mobility as in the 1960s, promotes literacy for basic, entry-level employment, a position that supports the existing power structure rather than redistributing power in our society. Therefore true universal literacy–which involves the potential redistribution of power–is being threatened in a number of ways: (1) nonliterate adults are being stereotyped as unable to grow and learn and barely able to cope with life; (2) nonliterate adults are being denied any active role in creating programs to meet their needs; (3) "literacy" resources are being used with adults whose skills already may be fairly sophisticated; and (4) workplace literacy programs sometimes simply train adults for specific tasks rather than help them learn to read, write, solve problems, and continue learning. The challenge for those who can influence the distribution of resources is to find some way to make a serious commitment to addressing literacy development as a complex issue, to stop putting social issues in competition with each other, and to work to promote a broad notion of literacy that embraces the growth of the human spirit, recognizing that full participation in the economy will accompany such personal growth. (NH)

ED 292 054 CS 009 057
Ryan, Joseph M. Rowls, Michael D.
An Evaluation of Students' Reading Achievement in the South Carolina Basic Skills Assessment Program 1981-1985. Final Report.
South Carolina Univ., Columbia. Coll. of Education.
Pub Date—Jan 88
Note—248p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Basic Skills, Elementary Education, Inferences, Mathematics Achievement, *Program Evaluation, *Reading Achievement, Reading Comprehension, Reading Difficulties, Reading Improvement, Reading Instruction, Reading Research, Reading Tests
Identifiers—*South Carolina Basic Skills Assessment Program
In order to provide a comprehensive view of the cumulative effect of the South Carolina Basic Skills Assessment Program (BSAP) on students' learning, a study examined reading and mathematics achievement by all students in the program over a 5-year period (1981-1985), as measured by the testing portion of the BSAP. Subjects were students in grades 1, 2, 3, 6, and 8. The study was organized around four research questions: (1) whether there was progress in South Carolina students' overall performance in reading and mathematics; (2) whether those who achieved both the reading and mathematics standards in 1985 exceeded the standards by as much as the corresponding students in 1981, and, whether those who reached neither standard in 1985 were any closer to reaching the reading standard than the corresponding students in 1981; (3) with which areas of reading performance were students continuing to have difficulty; and (4) what recommendations could be made to educators. Analyses revealed that students made considerable progress in all grades in both reading and mathematics. In addition, the high achieving students in 1985 were achieving at higher levels than their counterparts in 1981; while the low achieving students in 1985 were achieving at higher levels than their counterparts in 1981. Investigation of the third question revealed that, in general, all students were less capable on reading tasks that require inferential comprehension and did better on literal comprehension tasks. Finally, the findings suggest that educators should focus more effort on teaching inferential comprehension skills. (ARH)

ED 292 055 CS 009 058
Read...for the Fun of It! A Compilation of Reading Incentive Programs.
Indiana State Dept. of Education, Indianapolis.
Pub Date—Jan 87
Note—76p.
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, Elementary Secondary Education, Motivation Techniques, Parent Role, Program Descriptions, *Program Design, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research, Recreational Reading, State Surveys
Identifiers—Indiana, *Reading Incentive Programs
Noting that many schools in the state of Indiana offer reading incentive programs that provide special recognition or awards to students who reach or exceed established goals in their reading programs, this booklet presents the results of a survey of the types of reading incentive programs in use. The booklet notes that the programs span all grade levels and have been successful in giving many students the extra motivation or "push" they need to establish lifelong reading habits. Chapters in the booklet list reading incentive programs and other information on the following: (1) reading clubs; (2) special reading times; (3) parents and the reading program; (4) read-a-thon programs; (5) special days; (6) book report programs; (7) contests and awards; (8) special reading programs; (9) library programs; and (10) principals and reading incentives. (SKC)

ED 292 056 CS 009 059
Sampson, Anne
Good Book Lockers: A Three-Week Introductory Module in the Language Arts To Foster Independent Reading among Third Graders.
Pub Date—Jan 88
Note—51p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Childrens Literature, *Curriculum Development, Evaluation Methods, Grade 3, *Independent Reading, *Library Instruction, *Library Skills, Parent Responsibility, Primary Education, Questionnaires, Reader Text Relationship, Reading Programs, Teaching Methods
Identifiers—Library Procedures, Reading (Self Selection), *Reading Motivation
Seeking to foster in children a love of books and reading, this 3-week curriculum module is designed to encourage third graders to read independently and to develop an awareness of the intrinsic value of reading by helping students acquire those library skills necessary to access literature, setting up strategies for students to use to assess readability and quality, and introducing them to a broad selection of children's literature. A section on the theoretical rationale for the program discusses research on the effects of independent reading, motivational strategies, the role of parents, and the presentation of library skills. The needs assessment section provides a sample student questionnaire ('How Do I Feel about Books"), along with a sample letter/questionnaire for parents of participating children and for participating librarians, an evaluation form for the needs assessment data, and a book and interest reference form. Instructional objectives (affective, cognitive, and behavioral) are outlined in the module, as well as instructional strategies, including role playing, book talks, and sustained silent reading periods. Other units detail curriculum design, staffing, materials, and scheduling, and the section on evaluation presents a sample library skills quiz, a year-end student assessment form, and teacher, teacher/librarian, and parent evaluation forms. Suggestions for parents are provided in the appendix, and 34 end notes are attached. (MM)

ED 292 057 CS 009 060
New Directions in Reading Instruction.
International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-796-9
Pub Date—88
Note—19p.; Small print and/or tinted paper may affect legibility of portions of this paper.
Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (No. 796, $2.95 members, $3.95 nonmembers).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Directed Reading Activity, Metacognition, Reader Response, *Reader Text Relationship, Reading Assignments, *Reading Comprehension, *Reading Processes, *Reading Research, *Reading Skills, Reading Strategies, Student Role, Teacher Role, Teaching Methods, Theory Practice Relationship
Identifiers—Directed Reading Thinking Activities, Vygotsky (Lev S)
By providing definitions of key concepts, outlines of major models, and practical suggestions for classroom implementation, this pamphlet gives teachers access to current research on the interactive model of reading. The topics covered include: Vygotsky's learning theory, metacomprehension, prior knowledge, chapter mapping, cooperative learning, modeling teaching strategies, the directed reading thinking activity, question/answer/relationships, the Frayer Model, strategic reading, summarizing, inferencing, informed strategies for learning, reciprocal teaching, graphic organizers, semantic feature analysis, and semantic mapping. (Forty-seven references are attached.) (ARH)

ED 292 058 CS 009 061
Zakaluk, Beverly L., Ed. Samuels, S. Jay, Ed.
Readability: Its Past, Present, and Future.
International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-795-0
Pub Date—88

Note—156p.
Available from—International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 795, $6.25 member, $9.50 nonmember).
Pub Type— Reports - Research (143) — Information Analyses (070) — Collected Works - General (020)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Decoding (Reading), Elementary Secondary Education, Foreign Countries, *Material Development, *Readability, *Readability Formulas, Reading Comprehension, Reading Research, Resource Materials, Textbook Evaluation, Textbook Research, Writing (Composition)
Identifiers—*Research Summaries, *Research Trends, Text Factors
Designed to appeal to students who want a short but up-to-date overview, researchers who are interested in a critical appraisal, and consumers who would like to know what leaders in the field think, this collection of articles highlights the changes that have occurred in readability research from the past to the present and makes predictions about the future. The articles and their authors are as follows: (1) "The Beginning Years" (Jeanne S. Chall); (2) "The Formative Years" (George R. Klare); (3) "Assigning Grade Levels without Formulas: Some Case Studies" (Alice Davison); (4) "Determining Difficulty Levels of Text Written in Languages Other than English" (Annette T. Rabin); and (5) "Writeability: The Principles of Writing for Increased Comprehension" (Edward B. Fry); (6) "New Ways of Assessing Text Difficulty" (Marilyn R. Binkley); and (7) "Toward a New Approach to Predicting Text Comprehensibility," (Beverly L. Zakaluk and L. Jay Samuels). (NH)

ED 292 059 CS 009 062
Thompson, Charles L. And Others
Speech Recognition Technology: An Application to Beginning Reading Instruction. Technical Report.
Educational Technology Center, Cambridge, MA.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85
Contract—NIE-400-83-0041
Note—45p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beginning Reading, *Computer Assisted Instruction, Elementary Education, *Reading Instruction, *Reading Programs, Science Programs, Speech Synthesizers, *Technological Advancement
Identifiers—*Computer Speech Recognition, Software Testing
Noting that the recent development of reliable, high-performance, low-cost speech recognizers–devices that can distinguish among spoken words–holds potential for education, such as early reading instruction, this technical report describes a study which investigated two principal questions: (1) Does an inexpensive, microcomputer-based speech recognizer perform reliably enough on young children's speech to permit application to reading instruction?; and (2) What are the main human factors attending such use? The Dragon System Mark II Isolated Word Speech Recognizer was used in the study, which included four stages. The first phase took place in June 1984 and involved 17 kindergartners; the second phase took place in November 1984 and involved 7 kindergartners and 8 first graders; the third phase took place in late December and involved 10 kindergartners; and the fourth phase took place in August 1985 and involved 6 students who had completed kindergarten and were about to enter first grade. The results of the study indicated that speech recognition technology holds potential for such educational applications as beginning reading instruction. Findings also suggest that human factors, such as microphone handling, responses to recognition errors, responses to prompts and remarks, and need for adult supervision are crucial ingredients in the effective application of speech recognition technology in education. (Seven tables of data are included and a short bibliography is attached.) (NH)

ED 292 060 CS 009 063
Allington, Richard L. McGill-Franzen, Anne
Coherence or Chaos? Qualitative Dimensions of the Literacy Instruction Provided Low-Achievement Children.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—Jan 88
Grant—G008630480
Note—88p.; Page six is marginally legible.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Needs, Educational Objectives, *Educational Policy, Elementary Education, Federal Programs, Grade 2, Grade 4, Learning Disabilities, Literacy, Literacy Education, Mainstreaming, Reading Instruction, *Remedial Instruction, Remedial Programs, School Policy, *Special Education, Writing Instruction
Identifiers—District School Relationship, Education Consolidation Improvement Act Chapter 1
Examining efforts to provide both remedial and special education programs through Chapter 1 of the Educational Consolidation and Improvement Act of 1980 (ECIA), a study considered two broad areas which influence the quality of remedial instruction offered in schools: (1) aspects of district-level organizational policies and how they influence opportunities for literacy instruction; and (2) the nature of the literacy instruction that Chapter 1 and mainstreamed mildly handicapped students experience across the school day. The whole school day experiences of 52 second and fourth grade children (26 at each grade level) from four school districts were analyzed. The school districts varied in size and community type, and students were drawn from an array of regular education classes and were provided instructional support services by 20 different specialist teachers (10 Chapter 1 and 10 special education teachers). In order to clarify district and school policies and instructional experiences, interviews were conducted with district and school building administrators, as well as specialist and classroom teachers. Student observational records focused on field notes, curricula materials in use and photocopies of completed student work, and instructional experiences were studied using the Student Observation Instrument (SOI). Findings were analyzed according to district and grade level, and showed that in general, the observed instructional experiences did not fulfill the expectation that remedial and mildly handicapped students had access to larger amounts of superior instruction. Many students experienced undifferentiated instruction in both classroom and resource room and a fragmentation of curricular experiences. (Forty-five references are appended.) (MM)

ED 292 061 CS 009 064
Pinnell, Gay Su
Success of Children at Risk in a Program That Combines Writing and Reading. Technical Report No. 417.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Note—27p.; Portions of this paper presented at the Conference on Reading and Writing Connections (Urbana-Champaign, IL, October 19-21, 1986). This paper will appear in "Reading and Writing Connections," Jana Mason, Ed.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basal Reading, Grade 1, Primary Education, Reading Ability, *Reading Difficulties, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research, Reading Skills, Reading Teachers, *Reading Writing Relationship, Student Writing Models, Teacher Role, Writing Instruction, Writing Skills
Identifiers—*Early Intervention, *Reading Motivation, Writing Contexts
A study examined the processes and results of children's involvement in interrelated reading/writing activities. First, descriptions of 23 children's reading and writing behavior were drawn from a group of case studies of children who were participating in Reading Recovery, an early intervention program that targets first grade children at risk of failure in reading. Examination of teachers' daily records of reading and writing and of children's writing samples indicated that when given opportunities to engage in related reading and writing, children did connect those processes in a variety of ways. Second, outcome data were examined to document results of children's participating in this integrated program. Eight dependent variables were used to compare two groups of children (133 in all) who participated in the program with a group of 37 that participated in another program. Comparisons indicated that children who were deliberately engaged in an integrated program achieved higher scores on both reading and writing measures. Children who were daily engaged in holistic lessons that included reading and writing and stories and messages achieved accelerated progress. (Five data tables and nine figures are included, and 18 references are appended.) (Author/JK)

ED 292 062 CS 009 065
Rosenblatt, Louise M.
Writing and Reading: The Transactional Theory. Technical Report No. 416.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Note—20p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana-Champaign, IL, October 19-21, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Language Role, Reading Attitudes, *Reading Processes, *Reading Writing Relationship, Schemata (Cognition), Teacher Role, *Writing Processes
Identifiers—Aesthetic Response, Metalinguistic Awareness, *Selective Attention, Text Factors, Theoretical Analysis, *Transactional Theory, Writing Attitudes, Writing Contexts
Because any reading or writing research project or teaching method rests on some kind of epistemological assumptions and some models of reading and writing processes, a coherent theoretical approach to the interrelationships of the reading and writing processes is needed. In light of the post-Einsteinian scientific paradigm and Peircean semiotics, reading and writing are seen as always involving individuals, with their particular linguistic/experiential resources, in particular transactions with particular environments or contexts. Analyses of the reading and writing processes reveal parallelisms in patterns of symbolization and construction of meaning. The processes associated with "literary" and "nonliterary" reading and writing concern the reader's or writer's stance, which can fall into different parts of the "efferent/aesthetic continuum": stance is determined by the proportion of public or private linguistic activity which is admitted into the scope of selective attention–the "efferent" stance, which is concerned chiefly with what can be "carried away" or used, draws on the public aspect of sense, whereas the aesthetic stance includes proportionally more of the experiential, private aspect. Differences between these processes defeat the notion of an automatic cross-fertilization of reading and writing activities. A well-rounded humanistic education encompasses both aspects of the continuum, teaching students to differentiate the circumstances that call for a particular stance. (A figure of the efferent/aesthetic continuum is included, and 21 references are appended.) (MM)

ED 292 063 CS 009 066
Iaccino, James F. Sowa, Stephen J.
Cerebral Asymmetries in the Processing of Tachistoscopic Information as a Function of Sex, Handedness, and Instructions.
Pub Date—88
Note—27p.; For a related document, see ED 291 091.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Brain Hemisphere Functions, *Cognitive Processes, Females, Lateral Dominance, Males, Recall (Psychology), Recognition (Psychology), Retention (Psychology), *Tachistoscopes, Visual Stimuli
Identifiers—Brain Research, *Handedness, Visual Asymmetry
A study examined the effects of sex, handedness, and instructions in the processing of verbal and spatial information presented tachistoscopically. Subjects, 48 volunteers from Illinois Benedictine College, were evenly distributed in terms of sex and handedness, and were further divided into two subgroups based on whether visual field attendance instructions were provided. In each test trial, subjects attended to a geometric figure placed in the middle of the tachistoscopic screen while a four-by-four

matrix containing five strategically placed letters was presented in either the left or right visual field for a 100 millisecond duration. Mixed factorial analyses were employed to measure the number of letters and letter positions correctly recalled in each visual field, with sex (male, female), handedness (left, right), and experimental instructions (field attendance, non-attendance) representing the between-subject factors and target material (letters, positions) representing the within-subject factors. Retention analyses showed that dextral males demonstrated a right visual field (RVF) advantage for letters, and that instructions consistently contributed to more effective recall. It would appear that the attentional hypothesis is a more effective explanation of asymmetrical performance than cerebral differences. (A figure of the stimulus matrix used in the tachistoscopic experiment, and a table of the mean number correct letter responses in RVF as a function of sex, handedness, and instructions are included, and 45 references are appended.) (MM)

ED 292 064 CS 009 067
Iaccino, James F. And Others
Effects of Bizarre Imagery on the Long-Term Retention of Paired Associates Embedded within Variable Contexts.
Pub Date—88
Note—17p.; For a related document, see CS 009 067.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Learning Processes, Learning Strategies, *Memorization, *Mnemonics, Recall (Psychology), Retention (Psychology), Visualization
Identifiers—*Context Effect, Image Theory, *Imaging, Memory Operating Characteristics, Paired Stimuli
Recent findings have shown that bizarre imagery can be an effective mnemonic aid when lengthy retention intervals are employed, and when the surrounding context contains more normal elements. Testing the hypothesis that an interaction exists between context and time of testing with bizarre images, a study paired 40 male and female undergraduates, presenting them with three lists (normal, bizarre, and mixed) arranged in a randomized order. The sentences within each list consisted of stimulus-response pairs of high-imagery nouns. Each subject pair was told to form an interactive mental image of the two nouns within a restricted period. Then, one subject participated in an immediate cued recall condition for each list while the other was tested after a 1-week retention interval. As predicted, a list by test interaction was found in which items from the mixed list were recalled best under delayed recall. Results suggest that bizarre images enhance memory over time, especially when common materials provide a contrasting surround. (A table of sentences presented in the normal, bizarre, and mixed lists, and a table of the mean number of response terms recalled as a function of list and type of recall are included, and nine references are appended.) (Author/MM)

ED 292 065 CS 009 068
Iaccino, James F. Sowa, Stephen J.
Bizarre Mnemonic Aids on Paired Associate Retention as a Function of Context, Delay, and Presentation Pace.
Pub Date—88
Note—28p.; For a related document, see CS 009 067.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Research, Learning Processes, Learning Strategies, *Memorization, *Mnemonics, Recall (Psychology), Retention (Psychology), Visualization
Identifiers—Context Effects, Image Theory, *Imaging, Memory Operating Characteristics, Memory Tasks, Paired Stimuli
In order to test the hypothesis that bizarre imagery can be an effective mnemonic aid with delayed testing, a context of mixed materials, and an adequate stimulus presentation pace, a study examined 40 undergraduates who were randomly presented with three paired-associate lists (normal, bizarre, and mixed). Within each list the sentences consisted of stimulus-response pairs of high-imagery nouns. Twenty subjects participated in an immediate cued recall condition for each list while the remaining 20 were tested after a 1-week retention interval. Subjects were further subdivided depending upon whether the presentation pace was forced or not. Results indicated that bizarre imagery would seem to be an effective mnemonic aid on immediate recall when materials are mixed and when the pacing is self-controlled. However, if long-term retention is required, the learning context is the important factor on performance. (A table of the mean number of correct terms recalled as a function of context, delay, and presentation pace is included, and 28 references are appended.) (MM)

ED 292 066 CS 009 069
Herry, Yves
Relationship between Achievement in Reading and Self-Concept Relation to Reading.
Pub Date—Aug 87
Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, Elementary Education, Grade 3, Grade 4, *Reading Achievement, Reading Research, *Self Concept
Identifiers—*Academic Self Concept
A study examined: (1) whether a relationship exists between self-concept relating to reading and reading performance of school children in grades three and four; and (2) whether it is possible to identify the four types of self-concept proposed by M. Levesque and derived from Staats Paradigmatic Behaviorism (positive-realistic, positive-unrealistic, negative-realistic, and negative-unrealistic). Subjects, 109 students from four classes, were divided into four groups according to their reading performance: high, mid-high, mid-low, and low achievers. Each student answered five questions evaluating his or her self-concept relating to reading. The results indicated a significant difference among the four groups of students with respect to their self-concept relating to reading. Results also indicated that 49% of the children had a positive-realistic self-concept, 33% had a positive-unrealistic self-concept, 12% had a negative-realistic self-concept, and 4% had a negative-unrealistic self-concept. (Three tables of data are included and seven references are attached.) (Author/ARH)

ED 292 067 CS 009 070
Linn, Robert And Others
Speed and Accuracy of Word Decoding and Recognition. Research on Instructional Assessment: Instructionally Relevant Reading Assessment.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 87
Grant—G008690003
Note—69p.; Some pages may not reproduce well due to marginal legibility.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, Grade 3, Grade 4, Instructional Material Evaluation, Longitudinal Studies, *Measurement Techniques, *Questioning Techniques, Reading Research, *Reading Tests, *Test Construction
Identifiers—Evaluation Research, *Test Content
A study focused on the first phase of a longitudinal program of research designed to investigate the feasibility of constructing reading tests closely articulated with specific reading curricula and consistent with the current scientific understanding of reading processes. Participants, 298 beginning third-grade students, took two types of tests developed to investigate the importance of four factors that could influence student test performance: (1) the match between test words and words in the students' instructional program; (2) the emphasis of the students' instructional program; (3) the frequency of occurrence of each word; and (4) the decodability of each word. The tests were developed, first to investigate the importance of these factors in determining the validity of measures of decoding speed and accuracy, and next to investigate the importance of these factors on measures of speed and accuracy of recognizing word meaning. Words for both tests were presented to students using a specially prepared personal computer program. The results indicated a strong relationship between word frequency and the difficulty of the word, both for the decoding speed and accuracy test and the test of word recognition. (Eight tables of data are included; 27 references are attached; and six appendixes present data of Decoding Speed and Accuracy and Word Recognition Tests, the test administration computer program, and instructions to test administrators and students. (NH)

ED 292 068 CS 009 071
Joyner, Rosanne Ray, G. Erin
Reading Behavior in Infancy: Developmental and Attitudinal Implications.
Pub Date—May 87
Note—39p.; Paper presented at the Meeting of the Association for Childhood Education International (Omaha, NE, April 30-May 3, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Child Development, Developmental Stages, Infant Behavior, *Infants, Language Acquisition, Language Research, *Parent Child Relationship, Parent Influence, Preschool Education, *Reading Aloud to Others, Reading Research
Identifiers—Infant Stimulation, Listening Vocabulary, Print Awareness, *Reading Behavior
A pilot study (using the case study, or field research format) examined the acquisition of behaviors in infants who are read to and with on a consistent basis from their first day of life through the first year. Three parent/infant teams participated in a year-long course which consisted of reading "familiar" books to the infants, beginning with their day of birth. As the infant began to demonstrate an understanding of the relationship of the parent's voice and repetitive language with that of the familiar book, parents began to add new books to the reading sessions, thereby increasing the child's listening library. The parents logged the reading and attitudinal behaviors exhibited by the infants, and at monthly group meetings reading/listening interactions were video-taped. Data was categorized into specific behavior characteristics of the affective, visual, tactile/motor, and verbal modes. Results of this study verify that infants in the first months of life exhibit signs of pleasure and security in positive reading situations. They also acquire reading-like behaviors, and their first words reflect their listening vocabulary. (General guidelines for the parents, a list of behaviors to chart, collectively charted behaviors for the infants in this study, a chart of age span levels, and 16 references are appended.) (MM)

ED 292 069 CS 009 072
Dodd, Alan Shaughnessy, Michael F.
The Assessment of Study Skill Behavior: Current Status; Needed Research.
Pub Date—88
Note—17p.; for a related document, see ED 287 855.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, Emotional Problems, Higher Education, *Learning Strategies, Low Achievement, *Notetaking, Outlining (Discourse), Research Needs, *Skill Development, Student Characteristics, *Study Habits, *Study Skills
Identifiers—Organizational Skills, Underlining
As more and more students arrive at colleges increasingly unprepared, the issue of how to teach effective study skills becomes more important. Yet, research on study skills is far from conclusive. Study skills may be defined as any activity or behavior which enhances the learning and recall of new academic material, and includes such activities as note taking, underlining, and use of mnemonic devices. It has been suggested that in some cases academic problems are not a result of poor study skills per se but other factors or variables. These include: (1) poor organizational skills; (2) emotional disturbance; (3) poor coping skills; (4) unresolved identity crisis; (5) use of inappropriate study skill strategies; (6) inappropriate major or career choice; (7) inability to determine a major or minor; and (8) poor or nonexistent academic advising. Educators must address these issues in a vigorous forthright manner. In summary, many variables in the world of "study skills" still need to be examined. Personality traits may play a larger role than previously believed. Future research is imperatively needed. (Twenty-two references are attached.) (ARH)

ED 292 070 CS 009 073
Dermody, Margaret
Metacognitive Strategies for Development of

Reading Comprehension for Younger Children.
Pub Date—Feb 88
Note—11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Grade 4, Intermediate Grades, *Metacognition, *Reading Comprehension, *Reading Improvement, Reading Instruction, Reading Research, *Reading Strategies
Identifiers—*Direct Teaching Model, *Reciprocal Teaching

A study investigated the development of metacognitive strategy instruction on standardized reading comprehension measures with fourth grade students. Forty-one subjects were assigned to one of three criterion reading groups, based on pretest scores using the Stanford Diagnostic Reading Test (SDRT) and the Wide Range Achievement Test: (1) "GOOD/GOOD" (students with above average reading comprehension and above average word recognition), (2) "GOOD/POOR" (students with below average reading comprehension but above average word recognition), and (3) "POOR/POOR" (students with below average reading comprehension and word recognition). The subjects were involved in three phases of instruction using the direct teaching method: (1) students were first taught individual strategies of prediction, clarification, question generating, and summarizing; (2) the researcher then used the direct teaching model with the reciprocal teaching methodology; and (3) finally, reciprocal teaching methods were applied within the content area of social studies. Results indicated that for the "GOOD/POOR" group, metacognitive strategy training with reciprocal teaching significantly influenced reading comprehension, suggesting that for this type of reader direct instruction of needed strategies can improve reading comprehension. (Twenty-three references are appended.) (MM)

ED 292 071 CS 009 075
Garmston, Robert Zimmerman, Diane
Beyond Recipe: Leading Edges for Teaching Spelling.
Pub Date—[87]
Note—8p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Learning Strategies, Skill Development, *Spelling Instruction, Teacher Role, Teaching Methods, *Visualization, *Visual Learning
Identifiers—Spelling Growth

A good spelling teacher teaches by "taste" rather than by "recipe": instead of strictly adhering to procedural outlines, good teachers alter their lessons according to students' needs. In addition, good teachers: (1) recognize the importance of visualization for spelling; (2) understand the two kinds of visualization–for memory, and for construction; (3) know how to develop a student's emotional resources and help the student maintain a positive attitude toward learning; and (4) are knowledgeable about the structure of subjective learning experiences and how these experiences are reflected in student physiology. (A sample spelling lesson and 14 references are appended.) (ARH)

ED 292 072 CS 009 076
Leach, Mozelle P.
Effectiveness of a Language Arts Tutoring Program as Perceived by the Elementary Students.
Pub Date—Nov 87
Note—15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, College Students, Educational Research, Elementary Education, Higher Education, *Language Arts, Program Evaluation, Rural Education, Rural Youth, *Student Attitudes, Student Motivation, Teacher Education, *Tutorial Programs
Identifiers—Mississippi State University, Stanford Achievement Tests

In order to investigate the efficacy of a decade-long language arts tutoring program, a study compared students' responses to a survey of their participation in and attitudes about the program with their Reading, Language, Math, and Total scores on the Stanford Achievement Test (SAT) and other tests. The tutoring program assigned college students from a language arts practicum course at Mississippi State University to work on a one-to-one basis with elementary school children from a rural black school. Analyses of the responses of the 85 subjects (grades 7, 8, and 9) revealed significant positive correlations between: (1) the number of semesters spent in the program and scores in Reading achievement; (2) earlier times of entry into the program and higher Reading and Total scores; (3) student responses that their tutors helped them do better work and scores in every achievement area; (4) responses that the tutoring helped most with "feeling good about school," and Reading, Language, and Total scores on the SAT; (5) responses that the sixth grade was the best grade to have tutoring in and scores in Research Skills; and (6) responses that the program caused students to consider attending college and spelling achievement. Since a strong correlation existed between what the children said about the program and school achievement in years following the program, it is clear that the program provides long lasting beneficial results. (A table of data and a survey form are attached.) (ARH)

ED 292 073 CS 009 077
Greer, Eunice Ann Mason, Jana M.
Effects of Home Literacy on Children's Recall. Technical Report No. 420.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 88
Grant—NIE-400-81-0030
Note—24p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Family Environment, Kindergarten Children, *Literacy, *Parent Child Relationship, *Parent Influence, Primary Education, Reading Aloud to Others, Recall (Psychology), Users (Information)
Identifiers—Reading Motivation

A study assessed the impact of the home literacy environment on kindergartners' recall of topically familiar and unfamiliar information. Subjects, 32 kindergarten students (16 from a public school and 16 in a gifted program in a private school), were selected from a mid-sized, mid-western community. All subjects recalled two of four counter-balanced passages, completed the Slosson Subtest of Verbal Ability, and responded to interview questions which assessed their perceptions of the frequency of home literacy experiences. Subjects' parents also completed surveys which measured the frequency of home literacy experiences. Results indicated that: (1) the amount and quality of home literacy activity affected the recall of prosodic information among kindergartners; (2) children with higher verbal scores were less affected by passage unfamiliarity than were children with lower verbal scores; and (3) regardless of verbal ability, subjects who reported a high frequency of literacy activities in their homes were better able to cope with unfamiliar content than were their peers who reported a lower frequency of home literacy activity. (Four sets of data tables are included, as well as 42 references, a child's survey scale, a children's questionnaire of home reading activities, a parent home literacy survey, and a verbatim transcription of one child's recall.) (JK)

ED 292 074 CS 009 078
Durkin, Dolores
A Classroom Observation Study of Reading Instruction in Kindergarten. Technical Report No. 422.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 88
Contract—400-81-0030
Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Reading, Classroom Research, Cognitive Ability, Cognitive Development, *Kindergarten, Kindergarten Children, Phonics, Primary Education, Reading Improvement, *Reading Instruction, Reading Research, Teacher Role
Identifiers—Reading Management, Reading Motivation

A study investigated what is done with reading in kindergarten, specifically: (1) what is done and for what amount of time to prepare kindergartners for reading and to teach them to read; (2) what accounts for what is or is not done; and (3) how differences in children's abilities affect what is or is not done. Forty-two kindergarten classes from 15 Illinois school systems were selected and observed. Interviews were also held with kindergarten teachers and their principals. With teacher behavior as the focus, it was estimated that 21.6% of the 233 hours spent in classrooms was used for reading and reading-related activities. Results showed that phonics instruction was most apparent because what was taught came directly from workbooks that were supplemented with ditto-sheet exercises; and the subject matter in the workbooks was reflected not only in items on report cards but also in first-grade teachers' expectations for entering first graders. Differences in kindergartners' abilities had minimal effects on the content of instruction, despite the fact that interest in identifying differences was the reason cited for the use of Gesell-like developmental tests. The possibility that reliance on one methodology and whole class instruction may have combined to make some kindergartners appear to be "unready" was never referred to by either teachers or principals. Both the teachers and principals were interested in having transitional first grades to help kindergarten. (Four data tables and 28 references are attached.) (JK)

ED 292 075 CS 009 079
Sainz, JoAnn Biggins, Catherine M.
Phonics and Comprehension: A New Look.
Pub Date—Apr 88
Note—20p.; Paper presented at the Annual Read-On Rally of the New Jersey Chapter of Literacy Volunteers of America (10th, Holmdel, New Jersey, April 30, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Content Area Reading, *Decoding (Reading), Grade 8, Junior High Schools, Readability, Reading Achievement, Reading Difficulties, Reading Improvement, *Reading Instruction, Reading Research, *Remedial Reading, Skill Development
Identifiers—Reading Motivation

For a potential drop-out who had difficulty comprehending what she had read because she could not recognize a word, even though she often knew its meaning, a methodology for teaching word decoding provided an effective technique for achieving systematic early gains. Lessons for the eighth-grade girl followed this methodology: (1) decoding the unfamiliar word, based on syllabication; (2) recognizing syllables in words in print; (3) recognizing syllables in words by counting vowels; (4) practicing blending single consonants with the vowel stem; (5) learning basic pronunciation rules; (6) recognizing the individual consonant in its sound-symbol relationship; (7) listening to consonants and vowel sounds; and (8) exercising higher order skills such as literal interpretation, creative comprehension, and inference concomitantly with the sound-symbol relations. After tutoring, the Stanford Diagnostic Reading Test, Blue Level was administered in two sessions as a power test in which no time constraints were set. Results showed large discrepancies between reading comprehension (7.5) and word meaning (5.2), but the great improvement that she made in five months was significant. The gains in word decoding contributed to improved performance in reading and was a major treatment component for the girl's emotional, attitudinal and behavioral problems that were blocking effective instruction. (Nineteen references are attached.) (JK)

ED 292 076 CS 009 080
Lewis, Martina E.
Applications of Videodisc Technology to Language Arts, Grades K-12: A Review of the Literature.
Pub Date—Apr 88
Note—31p.; Portions of this paper presented at the

Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, Audiovisual Instruction, Electronic Equipment, Elementary Secondary Education, Instructional Materials, *Interactive Video, Language Arts, Media Adaptation, Technological Advancement, *Videodisks, Video Equipment
Identifiers—Video Technology
This monograph traces the history of videodisc technology, describes the videodisc and its functions, reviews classroom applications and limitations, and discusses the future use of videodisc technology in elementary and secondary language arts classes. Two videodisc formats are discussed-constant linear velocity (CLV), and constant angular velocity (CAV). Five levels of interactivity in interactive video technology are outlined, and the capabilities and applications to education are presented for each level. The section on videodisc technology identifies various educational uses for the videodisc, including drill and practice, tutorial, and simulation activities. The monograph also considers the advantages of using the videodisc in comparison with 16-mm film and videotapes, and its effectiveness in teaching science, math, AIDS education, and social skills to handicapped children is also noted. Several projects employing videodisc technology are examined, including the Media Development Project for the Hearing Impaired (MDHPI), Interactive Videodiscs in Special Education Technology (IVSET), and Principle of the Alphabet Literacy System (PALS). A list of over-the-counter videodisc films is cited for use in language arts classes. (Figures of the levels of interactivity with applications to education, response of proponents of videodisc technology to public educators' concerns, and interactive videodiscs in language arts are included, and 69 references are appended.) (MM)

ED 292 077 CS 009 082
Sullivan, Joyce L.
Reading Aloud to Children and Its Effect on Their Attention Span.
Pub Date—May 88
Note—49p.; Master's Thesis, Kean College.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Attention Span, Basal Reading, Beginning Reading, Classroom Research, Cognitive Ability, Cognitive Development, Family Influence, Kindergarten, *Kindergarten Children, Parent Child Relationship, *Parent Influence, Primary Education, *Reading Aloud to Others, Reading Habits, Reading Improvement, *Reading Instruction, Reading Research, Teacher Role
Identifiers—Reading Management, Reading Motivation
A study examined whether reading aloud to kindergarten children on a regular basis would have an effect on their attention span. Subjects, 28 kindergarten students from a New Jersey school, were pretested and then assigned either to an experimental group or to a control group (14 in each group). The experimental sample received the treatment of being read aloud to by their teacher five times per week for approximately 15 minutes each time, whereas the control sample received read-aloud sessions only once a week. In order to determine any effect on their attention span, both groups were also posttested. A questionnaire dealing with reading habits in the home was compiled by the researcher and distributed to the parents of the children involved. Results indicated that the read-aloud treatment to kindergarten children five times per week had a positive effect on their test scores relating to auditory memory and attention span. The results of the questionnaire distributed to the parents of the children showed that reading habits in the home also affected the child in positive ways. (Five tables of data and a figure are included, and 12 pages of a related research review, 3 pages of references, and 8 appendixes-containing developmental profile sheets, auditory memory data, comparative statistics, pretest and posttest information, and parent interview information-are attached.) (JK)

ED 292 078 CS 009 084
Love, Lenora
The Effect of Reading Games on the Improvement of Fourth Grade Reading Skills Scores.
Pub Date—May 88
Note—49p.; Master's Thesis, Kean College.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basal Reading, Classroom Research, *Grade 4, Intermediate Grades, Reading Ability, Reading Achievement, *Reading Games, *Reading Improvement, *Reading Instruction, Reading Research, *Reading Skills, Reading Tests
Identifiers—Reading Management, Reading Motivation
A study investigated whether the use of reading games would result in greater improvement in the reading skills scores of a sample of fourth grade students as compared to a control sample taught by a traditional basal method of instruction. The subjects, 20 heterogeneously grouped students (10 for the experimental group and 10 for the control group) in a lower middle class urban school who were reading on the fourth grade level, were administered the comprehension section of the MacMillan Achievement Test in order to determine their reading weaknesses. After an 8-week instruction period, a posttest was given to determine how much growth had occurred during the period of the experimental treatment. Results indicated that the children in the experimental sample showed greater improvement in reading ability than the control sample, although the difference between the means of the two samples was not statistically significant. (Two tables of data are included, and 22 pages of a literature review, 27 references, and 3 appendixes, showing test results and gain in raw scores, as well as a description of reading skills games, are attached.) (JK)

ED 292 079 CS 009 085
Mongiardo, Kathleen
Half-Day Kindergarten versus Extended-Day Kindergarten and Its Effect on First-Grade Reading Achievement.
Pub Date—May 88
Note—33p.; Master's Thesis, Kean College. Some pages may not reproduce well.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Reading, *Grade 1, *Kindergarten, Kindergarten Children, Primary Education, Reading Ability, *Reading Achievement, Reading Improvement, Reading Instruction, Reading Research, Reading Skills, Teacher Role
Identifiers—*Full Day Programs, *Half Day Programs, Reading Management, Reading Motivation
In order to see if an extended-day kindergarten program has a greater effect than a half-day kindergarten program on reading achievement in the first-grade, a study compared standardized test scores of two different groups of first-grade students. Subjects, a group of 44 students who had participated in a half-day kindergarten program and a second group of 80 students who had participated in an extended-day kindergarten program, were administered the Science Research Associates Achievement Series (SRA). Results indicated that the scores of the children in the extended-day kindergarten were higher than the scores of the children in the half-day kindergarten program, although the difference in scores was not statistically significant. (A table of data is included, and 13 pages of a related research review, 23 references, and an appendix containing the subjects' SRA scores are attached.) (JK)

ED 292 080 CS 009 086
Summertime Favorites.
National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—2 May 88
Note—15p.
Available from—Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Room 406, Washington, DC 20506 (single copies free).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Literature, *Childrens Literature, Elementary Secondary Education, Reading Aloud to Others, *Reading Materials, Reading Material Selection, *Recreational Reading, Supplementary Reading Materials
Identifiers—*Classics (Literature), Leisure Activities, National Endowment for the Humanities
Compiled from the reading lists of 60 exemplary schools, this "summertime" reading list provides titles of tried-and-true works published in or before 1960 which appeared on at least five of the school reading lists. Selections are divided according to grade level. The list offers over 100 book or series of titles recommended for kindergarten through grade 6, including Brunhoff's "The Story of Babar," Montgomery's "Anne of Green Gables," and Williams' "The Velveteen Rabbit." Starred titles indicate books recommended for kindergarten through third grade, either for reading by children or for reading to them. The approximately 100 selections for grades 7 and 8 include Bradbury's "Fahrenheit 451," Hersey's "Hiroshima," and Wharton's "Ethan Frome." Included in the 186 titles for grades 9 through 12 are Beckett's "Waiting for Godot," Machiavelli's "The Prince," and Wright's "Native Son." (MM)

ED 292 081 CS 211 001
High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Committee on the Role of Journalism in Secondaty Education.
Journalism Education Association.
Pub Date—87
Note—138p.; For related document, see CS 211 021.
Available from—Journalism Education Association, P. O. Box 99, Blue Springs, MO 64015 ($8.50, $5.00 for JEA members; a digest is $3.50, $2.50 for JEA members).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—High Schools, *Journalism, *Journalism Education, School Newspapers, Secondary Education, *Student Publications, Writing (Composition), Writing Skills, Yearbooks
Identifiers—Journalism Research
In response to a resolution adopted by the Journalism Education Association (JEA) which requested a study of both the strengths and problems of scholastic journalism, this report analyzes various aspects of and specific programs in high school journalism, affirming the importance of journalism in secondary education. Summaries of adviser hearings conducted by the Commission on the Role of Journalism in Secondary Education are furnished in the report, and several examples of successful high school newspaper and yearbook programs are examined. The report also discusses responses to an American Society of Newspaper Editors (ASNE) questionnaire, which revealed that high school journalism influences professionals. The report then presents results of a study which compared college grades, American College Testing (ACT) scores, and high school grades between students with and students without high school newspaper or yearbook experience-students with journalism experience achieve higher scores and grades than their counterparts. The relationship of journalism school and teacher education is reviewed in the report, and proposed standards for state-approved teacher education are presented. The report closes with sections on survey conclusions and recommendations for the strengthening of high school journalism education as well as a discussion of model guidelines for publication advisers. A list of additional resources and related readings is also provided. (MM)

ED 292 082 CS 211 021
High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education.
Journalism Education Association.
Pub Date—87
Note—28p.; For a related document, see CS 211 001.
Pub Type— Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Journalism, *Journalism Education, School Newspapers, Secondary Education, Student Attitudes, *Student Publications, *Writing (Composition), Writing Skills, Yearbooks
Identifiers—Journalism Research
In cooperation with the American College Testing (ACT) Program, the Journalism in Education Association conducted a 2-year study to explore the status of high school journalism and, in particular, to

determine factual data concerning the values of journalism in secondary education by comparing students with high school journalism/publication experience with those having no such experience. The study was divided into three parts. The first part, which compared college grades, ACT scores, and high school grades between students with and without high school newspaper or yearbook experience, examined 19,249 students enrolled in 10 colleges and universities who had completed at least one year of college. Results indicated that the 4,798 students who had served on their high school newspaper or yearbook scored higher than their counterparts without publications experience. The second part examined 1,204 students who had taken the ACT Assessment tests and the ACT COMP Prospectus Writing test segment, in order to compare the collegiate writing samples of students with and without high school newspaper/yearbook experience. Results revealed that students with publications experience scored significantly higher than those without such experience. Finally, the third part surveyed 558 students with high school publications experience to detect influences of a journalism credit course per se in relationship to all other language arts courses that students took for credit, with results indicating the importance of journalism education as a route to good writing. (MM)

ED 292 083 CS 211 022
Riggar, T. F. Smith, Edward R.
Annotations in Academic Publishing.
Pub Date—87
Note—55p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Authors, Editing, *Faculty Publishing, *Publications, Publishing Industry, Research Reports, Scholarly Journals, Technical Writing, Textbook Preparation, *Writing for Publication, Writing Skills
Identifiers—*Professional Literature, Published Reading Materials, Scholarly Writing, Writing Development
Intended to aid new academic professionals, this annotated bibliography lists a wide variety of books and articles, from the very general to the very specific, that deal with professional academic writing and publishing. Arranged alphabetically by author, each of the 225 annotations supplies a brief summary of the contents and date of publication, and cites the publisher, journal title, and page numbers when appropriate. (MM)

ED 292 084 CS 211 052
Coe, David E.
Emergent Writing Behaviour of Young Children: Taking the Task of Writing to Task.
Pub Date—1 Sep 87
Note—225p.; Master's Thesis, Queens University.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Cognitive Development, Family Environment, Foreign Countries, Parent Child Relationship, Preschool Education, Spelling, *Student Writing Models, *Writing Processes, Writing Readiness, Writing Research, Writing Skills, Young Children
Identifiers—*Beginning Writing, Childrens Drawings, *Childrens Writing, Writing Contexts, Writing Tasks
A study investigated the writing behavior of young children in a home setting by collecting and analyzing writing samples of three children–Avaleigh, Adam, and Heather (aged four, five, and six years)–and interviewing them about the features, content, reasons, form, and other details of writing done at home. Parents kept a journal detailing interesting circumstances surrounding or giving rise to a particular piece of writing. Over a period of six months, Avaleigh produced 142 pieces of writing and was interviewed seven times; Adam produced 26 pieces of writing and was interviewed seven times; and Heather produced 128 pieces of writing and was interviewed five times. Analysis covered the areas of writing function, writing form, writing features, and the role of significant others in the writing process. Results suggest that active construction of spellings, the use of previous print knowledge, and the development of self-reliant strategies characterized the children's efforts. The theories of James Britton and James Moffett are discussed in light of these observations. The children in this study demonstrated that they were capable of making functional differentiations within their writing–they wrote for a variety of purposes and showed awareness of the necessary conventions for the forms they chose. (Samples of students' writings are included, and interview questions for the child, interview questions for the parent, analyses of children's writing samples, and 86 references are appended. (MM)

ED 292 085 CS 211 053
McKeough, Anne M.
Horizontal Structure: A Neo-Piagetian Analysis of Structural Parallels across Domains.
Pub Date—Jul 87
Note—19p.; Paper presented at the Biennial Meeting of the Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Child Development, *Cognitive Development, Cognitive Processes, *Cognitive Structures, Concept Formation, *Conservation (Concept), Developmental Psychology, *Developmental Stages, Developmental Tasks, Elementary Education, Memory, *Piagetian Theory, Problem Solving, Schemata (Cognition)
Identifiers—*Neo Piagetian Theory, Piagetian Stages, Story Structure
An analysis of children's narrative composition and art revealed concurrent development at both a general structural level and at a fine-grained detail level. A three-part study investigated whether this general cognitive pattern would be maintained across a different range of tasks: literary composition, scientific reasoning, and working memory. In the first part of the study, subjects, 80 children (aged 4, 6, 8, and 10 years, selected from a middle socioeconomic population) who had average to high-average scholastic ability, were asked to make up individual stories about a child their own age who has a problem to solve. In the second part, the same subjects were presented with a balance beam apparatus and asked to predict and to explain the resting position of beam when weights were placed in varying amounts. In the third part, the children were given the Mr. Cucumber Working Memory Measure. Results supported the previous notions that children's cognitive development proceeds through the same sequence of steps in a given domain and that children go through the same sequence during the same range. At the group level, performance on the three tasks was shown to be structurally equivalent and statistically indistinguishable, and, although the performance of individual subjects revealed more variation, the same general pattern held. (Three sets of figures are included.) (JK)

ED 292 086 CS 211 056
Communication Skills: A Summer Experience. Grade 3.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date—[87]
Note—96p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Communication Skills, Compensatory Education, Grade 3, *High Risk Students, Language Experience Approach, Listening, Primary Education, Problem Solving, Reading Instruction, Remedial Programs, Self Esteem, Student Motivation, *Summer Programs, Teaching Methods, Verbal Communication, Writing Instruction, *Writing Processes
Identifiers—Whole Language Approach
Designed for use by basic education teachers, this teaching guide outlines a summer school communication skills program for at-risk students which seeks to build self-esteem through high-interest, success-oriented experiences and to enhance language development by providing opportunities to use language in meaningful situations. The guide includes: (1) suggested daily schedules; (2) descriptions and explanations of a wide variety of projects and activities; (3) minimum skills diagnostic test objectives and sample test items; (4) an extensive bibliography of children's books and a list of computer courseware; (5) a bibliography of professional articles; and (6) a list of guidelines for parents of at-risk children. (ARH)

ED 292 087 CS 211 057
Martinez, Margaret Perea
Language Arts Program Evaluation: 1987.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
Pub Date—87
Note—47p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Critical Thinking, Drama, Educational Assessment, Elementary Secondary Education, *Language Arts, *Parent Attitudes, *Program Evaluation, Reading Achievement, *Student Attitudes, Student Needs, Surveys, Teacher Attitudes, Writing Evaluation
Identifiers—Albuquerque Public Schools NM
In accordance with the Albuquerque (New Mexico) Public Schools' curriculum planning process, a language arts program evaluation was conducted during the 1986-87 school year in order: (1) to provide a comprehensive overview of the language arts program; (2) to determine if the language arts program meets the needs of students and parents; and (3) to provide information for continued program development and improvement. Opinion surveys were collected from parents, students, English teachers from all levels, and high school drama teachers. Despite parents' requests for a greater emphasis on writing and teachers' desire for more training in developing creative and critical thinking skills, in general, findings indicated that the language arts program is meeting the needs of parents and students and effectively meeting the goals of the program. An analysis of scores on the Comprehensive Tests of Basic Skills showed that the Albuquerque students were at or above the national average in all subjects related to language arts, with spelling being the weakest performance area of students. Student opinion surveys at all levels revealed a positive attitude toward writing, with an indication that writing process activities were becoming more widespread. Additionally, drama teachers reported that they would prefer to have funding allocated directly to drama departments. (Twenty-four references are attached.) (ARH)

ED 292 088 CS 211 059
McGuire, Sandra L.
Promoting Positive Attitudes toward Aging among Young Children through Literature: A Reading List (Preschool-Third Grade).
Pub Date—Apr 87
Note—16p.; Handout distributed at the Annual Meeting of the Southern Gerontological Society (New Orleans, LA, April 13-16, 1987).
Pub Type— Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Aging (Individuals), *Aging Education, *Childrens Literature, Older Adults, Picture Books, Primary Education, Reading Materials, Reading Material Selection
Noting that early children's literature plays a major role in the development of children's attitudes, this annotated bibliography lists early children's literature which contains positive portrayals of older adults. The books selected portray aging as a natural and lifelong process of growing and developing; present similarities between young and old, as well as show young and old enjoying each other and learning from each other; and view older people as valuable and contributing members of society. Books that are highly recommended are indicated by stars, including Stan and Jan Berenstain's "A Week At Grandma's," Barbara Cooney's "Miss Rumphius," and Amy Hest's "The Crack-of-Dawn Walkers." Each annotation provides a brief summary of the story and the aging concept illustrated, and indicates grade level, publisher, and cost. The list does not include books that deal extensively with illness, disability, and death, since such topics are not necessarily synonymous with aging. (MM)

ED 292 089 CS 211 062
White, Jon And Others
Professional Development Needs Analysis: A Study of Communication Practitioners.
Pub Date—Aug 87
Note—35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Research, Managerial Occupations, Motivation, *Needs Assessment, Organizational Communication, *Professional Development, *Professional Per-

sonnel, *Public Relations
Identifiers—Corporations, Management Analysis, *Organizational Needs, *Organizational Skills
Recognizing that public relations is a field in search of the status and benefits of professionalism but which too often is conducted by unqualified, unprofessional people, a study sought to research and analyze the importance of a broad range of tentatively defined knowledge and skill areas considered essential to contemporary public relations practices. The study employed a mail survey of a random sample of 400 members of the two major public relations associations to determine (1) practitioners' knowledge and skill competencies on a broad range of topics; and (2) the perceived importance of these to the practitioners' professional development. Information was also elicited about the respondents' career levels, educational background, professional activities, and other demographics. The questionnaire consisted of some 34 skill and 71 knowledge areas which were drawn from professional development guidelines. The 221 respondents identified numerous skill and knowledge areas in which discrepancies existed between the practitioners' self-assessed competencies and the perceived importance of these skill and knowledge areas to their professional development. These results showed an apparent lack of broadly-educated generalists in the public relations function and indicated a need for professional development training and education for almost all of the 14 composite skill and knowledge areas assessed in the study. (Nine tables of data are included and 17 references are attached.) (NH)

ED 292 090 CS 211 064
Lewis, Charlie Payne, Rosalind
Changes in Rule Usage in Children's Understanding of 'Big'.
Pub Date—Sep 87
Note—21p.; Paper presented at the Annual Meeting of the British Psychological Society (York, England, September 11-14, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Child Development, Cognitive Development, Cognitive Measurement, *Cognitive Processes, Cognitive Psychology, Elementary Education, Foreign Countries, Language Acquisition, Schemata (Cognition)
Identifiers—Cognitive Domain
Previous research by Maratsos found that 3-year-olds were more accurate than four and 5-year-olds in selecting 'big' rectangles or animals when choosing between pairs of stimuli. A study then investigated the nature of the previous experiments themselves, particularly the procedures the researcher followed and the possible inferences which he drew from these. Subjects, 109 children, were selected from three playgroups and two primary schools in a predominantly middle class area outside Reading, England. Included in the study were 20 boys and 20 girls aged 5, a similarly composed group of children who were nearly 8 years of age, and 12 boys and 17 girls under 3.5 years of age. (Fifty-three psychology undergraduate students were also tested.) Using Ravn and Gelman's method, 14 stimulus pairs were used. They consisted of rectangles cut from heavy white card, the area ratios between them always being 1.8:1 or greater, with a variety of height and width contrasts. Each subject was seen individually and tested in a quiet area apart from the classroom. Results indicated a significant difference between groups and no difference in "no rule" usage across the three age groups, significantly more correct rule usage at the ages of 3 and 8, and more height rule usage at the ages of 5 and 8 than at age 3. (Seven data tables and a figure are included.) (JK)

ED 292 091 CS 211 065
Emery, Edwin McKerns, Joseph P.
AEJMC: 75 Years in the Making–A History of Organizing for Journalism and Mass Communication Education in the United States. Journalism Monographs Number 104.
Association for Education in Journalism and Mass Communication.
Pub Date—Nov 87
Note—100p.
Available from—Association for Education in Journalism and Mass Communication, 1621 College Street, University of South Carolina, Columbia, SC 29208-0251 (single issue $5.00; U.S. subscription $15.00 individual, $20.00 institution).
Journal Cit—Journalism Monographs; n104 Nov 1987
Pub Type— Historical Materials (060) — Reports - General (140) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Improvement, History, *Journalism, *Journalism Education, Mass Media, *Professional Associations, *Teacher Associations
Identifiers—American Association of Schs and Depts Journalism, American Society of Journalism Administrators, *Association for Ed in Journalism and Mass Commun, Association for Education in Journalism, Historical Materials, Monographs, *Organizational History
Commissioned by the Association for Education in Journalism and Mass Communication (AEJMC), this monograph presents the highlights of the history of organized efforts to improve education for journalism in the United States and to stimulate studies in the field of mass communication. Following brief biographies of the AEJMC founding fathers, Willard Grosvenor Bleyer and Walter Williams, the major portion of the monograph is divided into three parts interspersed with other biographical vignettes and set off by two interludes. The first part summarizes the founding years (1912-1938) of the American Association of Teachers of Journalism (AATJ) and the Association of American Schools and Departments of Journalism (AASDJ). The 40-year history of the American Society of Journalism School Administrators (ASJSA) is outlined in an interlude. The second part discusses the formative years of ASJSA, the Association for Education in Journalism (AEJ), and the American Council on Education for Journalism (ACEJ) from 1939-1963 while impressions of more than 50 years of conventions are conveyed in the second interlude. The third part recounts the history of AEJMC and the Association of Schools of Journalism and Mass Communication (ASJMC) from 1964-1987. (Lists of the AEJMC Council of Affiliates 1986-87, presidents of AATJ, AEJ, AEJMC, AASDJ, ASJSA, and ASJMC from 1912-87, and other organization administrators are appended.) (MM)

ED 292 092 CS 211 067
Blanchard, Lydia
Freshman English and the Academy: Preparing Students for Writing in the Disciplines.
Pub Date—Mar 87
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Area Writing, Essays, *Freshman Composition, Higher Education, *Program Development, Reading Ability, Reading Skills, *Reading Writing Relationship, *Writing Across the Curriculum, Writing Exercises, Writing Improvement, Writing Processes, Writing Skills, Written Language
Identifiers—Academic Language, Audience Awareness, Writing Assignments, Writing Contexts
An alternative curriculum for Freshman Composition, designed to help students develop cognitive skills useful for academic writing in other courses, involves eight discipline-specific assignments, building from relatively simple writing tasks such as taking lecture notes and keeping an academic journal, through book reports, essay examinations, and critiques. Eight discrete writing assignments are arranged in an increasingly difficult sequence on the assumptions that most academic writing is in response to reading; that the more rigorous the reading, the better the writing; and that the best reading occurs when there is a strong personal engagement with the text. For all sections, the first essay is diagnostic, while the last essay is a final exam. Assumptions in planning the curriculum were as follows: (1) writing takes a variety of forms; (2) writing must address a variety of audiences; (3) writing is a process; and (4) writing is thinking. (Six references are included.) (JK)

ED 292 093 CS 211 069
Edwards, Suzanne O.
Contemporary Interpretations of "Tess of the d'Urbervilles": Implications for the Classroom.
Pub Date—Nov 87
Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, Literary Criticism, *Literary Devices, Nineteenth Century Literature, *Novels, Reading Instruction, Reading Material Selection, Reading Writing Relationship, Teaching Methods, Victorian Literature, World Literature, Writing Instruction
Identifiers—Classics (Literature), Hardy (Thomas), Reading Uses
Because of its wide range of justifiable interpretations, Thomas Hardy's "Tess of the d'Urbervilles" is an appropriate novel to use to help students become better critical readers. Scholarly criticism continues to debate the topic of Tess's character, yet recent feminist and deconstructionist approaches, as well as recently published social histories and textual studies, give readers a different perspective on the subject. Teachers might explore these perspectives by giving a sequence of writing assignments that require students to confront the complexities of the text. To help students see how Hardy guides readers' perceptions of characters and events and how these interpretations develop as the story unfolds, instructors might invite students to analyze a motif–foreshadowing, patterns of color, or images of light and darkness–through the course of the entire novel. Students can be given the opportunity to wrestle with the ambiguities of the book by writing a series of papers discussing conflicting views of the reasons for Tess's suffering. Whatever topics are assigned, students will have to return to the text repeatedly to locate ample primary support for their readings. In the process they will become more independent and confident readers, taking more pleasure in the richness of the literature they read. (A 48-item reference list is appended.) (MM)

ED 292 094 CS 211 070
Herrmann, Andrea W.
Research into Writing and Computers: Viewing the Gestalt.
Pub Date—Dec 87
Note—13p.; Paper presented at the Annual Meeting of the Modern Language Association (San Francisco, CA, December 27-30, 1987).
Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Instructional Improvement, *Research Methodology, Research Needs, Teaching Methods, *Word Processing, *Writing Improvement, *Writing Research, Writing Skills
Identifiers—Research Priorities, *Writing Contexts
If research into writing, particularly on computers as writing tools, is to assist teachers to improve writing pedagogy, the emphasis should be toward conducting naturalistic and context-sensitive studies. Early studies involved traditional experimental research instruments and looked not at the learning process but at the written product, measuring number of words, errors, number of revisions and quality of product rather than evaluating focus, organization and the ability to use arguments, details and examples effectively. When asking if student writing is instantly transformed via the computer's magic wand the more relevant question is not whether the writing is good or bad, but rather whether students have become more engaged by the writing process and acquired more sophisticated techniques for composing, revising and editing. Better instruments for evaluating and comparing texts must be devised if research results are to be significant. Although the important relationships between context and writing have gone unexplored until fairly recently, they are increasingly recognized as an important element; context-sensitive classroom-based research can provide important information for developing teaching strategies and hopefully shed light on the relationship to the students' progress as learners. (NH)

ED 292 095 CS 211 071
Hays, Janice N. And Others
The Impact of Friendly and Hostile Audiences on the Argumentative Writing of a Group of High School Seniors and College Students: A Perry Scheme Perspective.
Pub Date—87
Note—60p.; For related document, see ED 280

040.
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Audience Analysis, Audiences, Essays, Higher Education, *Intellectual Development, *Persuasive Discourse, Writing (Composition), *Writing Evaluation
Identifiers—*Audience Response, *Perry Developmental Scheme, Writing Strategies
A study analyzed argumentative essays written to both friendly and hostile audiences by 40 randomly selected college undergraduate students and 12 randomly selected college-bound high school seniors. After holistic rating, papers were analyzed for degree and kind of audience activity and were also independently evaluated for writers' levels of intellectual performance on the Perry Scheme. Results showed level of intellectual development to be a more significant predictor of holistic paper scores than demographic variables. Significant relationships were found between writers' audience activity, holistic paper scores, and Perry Scheme score. Six variables–friendly- and hostile-audience strategy and response (a dialectical measure), Perry Scheme score, and grade-level–predicted significantly for paper scores. After backwards selection, friendly-audience strategy and Perry Scheme score predicted most significantly for the friendly-audience paper and hostile-audience response, Perry Scheme score, and grade level for the hostile-audience paper. The hostile-audience paper evoked the most dialectical activity. (Three tables of data and a figure are included, and 50 references are attached.) (Author/JK)

ED 292 096 CS 211 072
Rush, R. Timothy
Writing, Reading and Reality.
Pub Date—Oct 87
Note—10p.; Paper presented at the Annual Meeting of the Wyoming Association of Teachers of English (Rock Springs, WY, October 3-4, 1987).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Education, Expository Writing, *Functional Literacy, Job Skills, Occupational Information, Reading Skills, Reading Strategies, *Reading Writing Relationship, *Vocational Education, Writing Skills
Identifiers—Occupational Orientation, Writing Contexts
The performance-related writing and reading competencies required in most occupations are seldom emphasized in elementary and secondary school education. Performance-related writing may be simplistic, but its composition is more complex–in occupational writing, context, audience assessment, attention to detail, concise clarity, message organization, and organization of relevant illustrations are more important than style and mechanics. Occupational reading seems simple, but it depends heavily on the use of prior knowledge and insightful interpretation. Given awareness of occupational competencies and the need for their instruction, teachers of most subjects can show students how to write and read task-oriented messages and how to find and use information. While work-related writing instruction could require varied information formats, occupationally-relevant reading instruction should address identification and use of appropriate resources and references. Cooperative efforts should establish logical connections between reading, writing, and vocational applications. For example, Applied Communication, a problem-based learning curriculum which focuses on the needs of high school vocational students, is being developed through the cooperative efforts of vocational and English communication experts. (Two sets of examples, one containing samples of typical occupational writing, and the other, samples of typical occupational reading, are included.) (JK)

ED 292 097 CS 211 073
Simpson, Michele L. And Others
PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing. College Reading and Learning Assistance Technical Report No. 87-04.
Georgia State Univ., Atlanta.
Pub Date—Apr 87
Note—22p.; Paper presented at the Western College Reading and Learning Association (20th, Albuquerque, NM, April 10, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Essay Tests, Higher Education, *Learning Strategies, Reading Tests, Skill Development, *Study Skills, *Writing Exercises, *Writing Instruction, Writing Processes, Writing Research
Identifiers—Writing Contexts, *Writing Strategies
PORPE, a comprehensive strategy system utilizing writing, was originally created for students who wanted to know how to study for essay examinations in their college courses. With PORPE, students are involved in (1) predicting potential essay questions to guide subsequent study; (2) organizing key ideas using their own words, structure, and methods; (3) rehearsing the key ideas; (4) practicing the recall of the key ideas in self-assigned writing tasks; and (5) evaluating the completeness, accuracy, and appropriateness of their written text. In order to investigate the effectiveness of PORPE, 65 specially admitted college students enrolled in a developmental studies learning strategy course were randomly assigned to an experimental or control group. The experimental group was guided through the five steps of PORPE, and then, both groups were given two days to study their self-developed training materials and tested afterwards. Results showed that the students trained in PORPE scored significantly better on their initial and even delayed essay and multiple choice exams. (Two sets of tables, one figure, and 14 references are attached.) (JK)

ED 292 098 CS 211 075
Hollis, Karyn L.
Literary Theory, Context and Feminist Response.
Pub Date—Mar 87
Note—25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Context, Educational Theories, Feminism, *Literacy, Student Needs, *Womens Studies, Writing (Composition), *Writing Instruction, Writing Processes, *Writing Research, Writing Skills
Identifiers—*Context Dependence, Critical Analysis, Feminist Scholarship
By adopting the principles of activist education common to women's studies programs–appreciation of the heterogeneous student population and its varied writing needs; simultaneous study of theory combined with active political work; concern for the personal and the political; and a practice of democratic classroom and administrative processes–progressive changes can be made which are necessary for a truly critical literacy to emerge in society. There are two dominant perspectives in literacy research: "literacy-determinant," emphasizing the important cognitive and cultural consequences resulting from the introduction of literacy into society, and "context-determinant," focusing on the potentialities and restraints which the socio-political/cultural environments and institutions impose on individual attempts to acquire literacy. A third perspective, the literacy-context dialectic, reveals how an inadequate analysis of the function of context leads to an ineffectual pedagogy. Dealing with context requires that educators go beyond the narrow confines of the classroom and recognize complex struggles of power and ideology taking place largely through language in other arenas. In composition studies, a more heterogeneous approach, such as that found in many women's studies programs, can counteract the disciplinary tendency to teach expository prose created for and by a homogeneous population of mostly white male writer-subjects living in the subject-centered world of the patriarchal status quo. (Thirty-three references are appended.) (MM)

ED 292 099 CS 211 076
Sklar, Elizabeth S.
College Handbooks and Early Practical Grammars: A Question of Genre.
Pub Date—Nov 87
Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grammatical Acceptability, Higher Education, *Instructional Materials, Language Research, Linguistics, Textbook Evaluation, *Traditional Grammar, *Traditionalism
Identifiers—Grammarians, Historical Background, Textbook Errors
An examination of the history of the practical grammar, of which the college handbook is the modern reflex, reveals why the grammar handbook is so stubbornly resistant to changes in linguistic theory, usage, or ideology. First, codifying English grammar and producing texts for teaching English grammar to school children during the eighteenth century was in the hands of amateurs or schoolmasters, rather than those concerned with linguistic theory. This disjunction between linguistics and school grammars came about because the producers of grammars were rarely trained linguists, and because the usual requirements for authorial originality have been waived for producers of grammars. Thus there has traditionally existed neither the means nor the necessity for external forces to shape the making of grammars. Approaching the pedagogical grammar from this generic perspective reveals some interesting ramifications: (1) the oft-described "conservatism" of the school grammar is more etymological than ideological; (2) as a result of its generic self-referentiality, the modern grammar is a veritable pantry of anachronisms; and (3) even minor modifications within the pedagogical grammar, when they occur at all, are accomplished at a glacial pace. Research that is "informed by awareness of the past"–awareness of the inherent and long-standing constraints of the pedagogical grammar as a genre–should facilitate the production of a more flexible vehicle, one capable of responding to current thinking and serving current needs. (NH)

ED 292 100 CS 211 077
Weissberg, Robert
Information Transfer in the Teaching of Academic Writing.
Pub Date—May 87
Note—14p.; Paper presented at the Conference of the National Association for Foreign Student Affairs (Long Beach, CA, May 26-29, 1987).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Area Writing, *English (Second Language), *English for Academic Purposes, Higher Education, Second Language Instruction, *Visual Stimuli, *Writing Exercises, *Writing Instruction
Identifiers—*Information Transfer
Recent research indicates that typical writing assignments given to advanced students of English as a second language do not prepare them for university level writing. However, the technique of information transfer, which involves presentation of a visual stimulus to prompt writing, can be used effectively to practice the skills most university-level writing requires–restatement and reorganization of a given body of material. Information transfer may be used to teach the various types of academic discourse commonly encountered by college students: process descriptions, narration, physical description, comparison and contrast, categorizing and listing, cause and effect, and generalizing from numerical data. When using this technique, teachers should always present the visual stimulus to the class in a series of instructional moves paralleling those leading up to a writing assignment in a content course. Six sample visuals are included. (ARH)

ED 292 101 CS 211 078
Newell, George E. MacAdam, Phyllis
Writing and Learning from Text: Case Studies of Process and Product.
Pub Date—Apr 87
Note—59p.; Paper presented at Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, Classroom Research, *Content Area Writing, *Educational Theories, *Expository Writing, Grade 11, *Instructional Improvement, Secondary Education, Social Studies, Study Skills, Teaching Methods, United States History, Writing Research
Identifiers—*Analytical Writing, *Content Learning, Writing Contexts, Writing Tasks
Given that very little is known about the kinds of writing experiences students have in content areas

beyond writing for evaluative purpose, a study investigated how writing tasks interact with learning and also how the instructional context in which writing is embedded influences what students contribute to and take from writing. The effects of three study conditions (review only, study questions, and analytic essay writing) on students' written products, reasoning processes, and measures of learning from text were examined. One teacher of American History and two of her 11th grade classes participated in: (1) a three month observational stage in which case study techniques were employed with six students to determine the typical approaches to American History utilized in the general and academic courses; and (2) an experimental stage in which 22 participating students read, wrote about and took a battery of tests on prose passages excerpted from textbooks and completed a series of read-and-study tasks, while 18 of their classmates completed the same tasks while composing aloud. Results indicated analytic writing enabled the students to tap personal knowledge and use concepts in new situations, and enabled general students to recall specific information from text at least as well as the academic students. Study questions enabled students to focus on the text in a full yet more superficial way. (Six tables of data are included, and 20 references and three appendixes are included.) (NH)

ED 292 102 CS 211 079
Worley, Lloyd D. Johnson, John A.
Projective and Intraceptive Styles of Poetry Interpretation.
Pub Date—Apr 87
Note—10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Measures, *Cognitive Style, Comparative Analysis, Content Analysis, Higher Education, *Interpretive Skills, Literary Criticism, Opinions, *Poetry, Prisoners
Identifiers—Hogan Empathy Scale, Whitman (Walt)
A study examined whether intraceptive thinkers (those with a relatively complex and differentiated set of concepts for thinking about people) are more likely than projective thinkers (those who tend to think in simple stereotypes, and are biased and judgmental) to see the subtle religious themes in the poetry of Walt Whitman. Ninety-six male subjects participated, the first group consisting of 50 college freshmen and sophomores, and the second group consisting of 46 inmates at a county prison. Subjects were administered Hogan's Empathy Scale, which assesses intraceptive versus projective thinking, and the Whitman Poetry Questionnaire, which was constructed to measure accuracy of poetry interpretation. Correct interpretations were derived from Whitman scholar Gay Allen's (1957) illustrations of subtle mystical and pantheistic religious themes in Whitman's poetry. Incorrect interpretations were constructed to reflect either cliches from Judeo-Christian thought or common Judeo-Christian religious sentiments or emotional reactions. Subjects scoring high on the Empathy Scale (intraceptive thinkers) tended to perceive Whitman's subtle religious messages, while low scorers (projective thinkers) tended to give conventional interpretations to the poetry. (A table of correlations between the Whitman Poetry Questionnaire and Empathy Scales is included, and ten references are appended.) (MM)

ED 292 103 CS 211 080
Rohatyn, Dennis
The Fallacies of Doublespeak.
Pub Date—Nov 87
Note—20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), Ethics, Information Dissemination, *Language Usage, *Logic, Organizational Communication, Paradox, *Sociolinguistics, Speech Communication
Identifiers—Bureaucratic Language, *Doublespeak, Euphemism, *Fallacies, Jargon, Orwell (George)
Fallacies are defined as incorrect patterns of reasoning, and can be classified into two chief classes–formal fallacies, which involve violation of a rule, and informal fallacies, such as hasty generalizations or arguing from ignorance. Inspired by George Orwell's essay "Politics and the English Language" and his book "1984," William Lutz coined the term doublespeak, "language which pretends to communicate but really doesn't." Doublespeak commits many fallacies, the most disturbing one being that it makes it more difficult for everyone (speakers and audiences, arguers and bystanders) to be fully human. Lutz divides doublespeak into four types: euphemism, jargon, gobbledygook or bureaucratese, and inflated language. The common denominator in all four of its varieties is self-deception–lies, mystification, and inconsistency. Inconsistency and self-defeat underlie the phenomenon of doublespeak, since everything said is impossible and cannot even be coherently described. Because the proponents and practitioners of doublespeak do not notice that it is self-defeating, and that they are committing linguistic and moral suicide, others must prevent doublespeak from having the last word. (Notes and 25 references are appended.) (MM)

ED 292 104 CS 211 081
Warren, Thomas L.
Cognitive Psychology and Instructions: New Schemes for Old Ways.
Pub Date—Nov 87
Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Psychology, *Cognitive Structures, Communication (Thought Transfer), Reading Processes, Reading Writing Relationship, *Schemata (Cognition), *Technical Writing, Writing Skills
Identifiers—Audience Awareness, *Directions, Information Skills
Cognitive psychology, which investigates how people learn and how people know, can aid writers, who want readers to read their material easily, understand the material, or comprehend the material–three levels of processing complexity. Because readers vary from being very knowledgeable in the subject of a document to lacking in knowledge, and because they process information at different rates and levels of efficiency, writers must "customize" their writing to fit the reader's need for information and their abilities to process that information. Cognitive psychology describes the information processing of the mind so that a writer can construct text to take advantage of this processing. Some examples of information processing structures include syntactical structures (such as information "chunking"), semantic structures (or the word's denotative/connotative meaning), and contextual structures (what setting, situation, and prior text provide). When writing instructions, the writer must keep in mind these processes, along with other reader assumptions and schema. For example, knowing that the reader is concerned with many schema tells the writer to keep things simple, reducing conditionals to manageable lengths and forms. (A list of suggested readings is appended.) (MM)

ED 292 105 CS 211 082
Kelley, Patricia Williams, Bonnie
The Use of Assigned Writings as an Adjunct to Therapy with Individuals, Couples, and Families.
Pub Date—Oct 86
Note—30p.; Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, *Counseling Techniques, Family Counseling, Individual Counseling, Marriage Counseling, Outcomes of Treatment, *Psychotherapy, Social Work
Identifiers—*Assigned Writing, Therapeutic Communication, Writing Models
Although psychotherapy traditionally has been thought of as talking therapy, written communication can be used as an effective supplement, across a range of theoretical approaches and therapeutic stages. Writing can aid clients in deepening awareness and enable them to use their inherent resources for becoming whole persons. For example, one therapist found writing to be extremely effective in helping a patient to gain a sense of control over her life. The patient, troubled by indecisiveness about a career choice and clingy, jealous behavior with her boyfriend, found that her daily two-page journal assignments helped her both to face small issues as they arose and to control her over-expression when she was upset. In another case assigned writing was used with partial success with a couple whose marriage was disturbed by the wife's temper tantrums. Although the husband did not complete his assigned writings, the wife improved a great deal as a result of recording instances of her irrational behavior. Writing was also used as a successful adjunct to therapy with a family upset about the youngest child's leaving home. Although there are some possible disadvantages of writing (in some cases it may be alienating, and in other cases clients might verbalize ideas they do not want to put on paper), in general, the discriminate use of writing as an adjunct to face-to-face psychotherapy is helpful. (Nineteen references are appended.) (ARH)

ED 292 106 CS 211 083
Perry, Marion
Master of Fine Arts: A Comprehensive Description.
Pub Date—[86]
Note—49p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Creative Writing, *Degree Requirements, *Experiential Learning, Graduate Study, Higher Education, *Masters Programs, *Professional Education, Teacher Student Relationship, Workshops, Writing Skills
Identifiers—Descriptive Research, University of Iowa, *Writing Development
Noting that Master of Fine Arts (MFA) programs in writing are relatively new as compared to similar programs in dance, music, and painting, and that little is known about the writing progams by those not directly involved, a study sought to determine if (1) the MFA program in writing is a fairly standard entity from program to program, and (2) if the master teacher/student relationship is an important element of instruction as it is in the other MFA programs. An indepth study of programs at the University of Iowa, Bowling Green, and Vermont College was conducted using an interview instrument developed through a pilot study of six professional writers; and 28 MFA programs identified by the Associated Writing Program Catalogue were compared. The findings indicated that the MFA degree is a distinct degree, which despite some variations in requirements, is generally consistent from school to school both theoretically and structurally with each program requiring a manuscript for admission, an average of 48 semester hours for graduation, and an original artistic creation of professional quality as a thesis. Contrary to the norm for other art forms, it is not felt to be desirable for writing students to seek a master teacher with whom to train. (Three tables of data are included, and works cited from 26 colleges, 23 telephone interviews, and 14 bibliographic references are attached.) (NH)

ED 292 107 CS 211 084
Wallace, Wanda T. Rubin, David C.
Constraints in Recall: A Case from Balladry.
Pub Date—Aug 86
Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ballads, Comparative Analysis, Folk Culture, Oral Interpretation, *Recall (Psychology), Singing, Vocal Music
Identifiers—*Constraints, Lyrics, North Carolina, Oral Tradition
A study examined changes in recall of a ballad that is part of an oral tradition in North Carolina, noting what changes occur, why those changes occur, and what lines are most susceptible to change. When a story is passed along orally, it sometimes changes so much that it may not be recognizable as the same when two versions are compared. Subjects included five traditional ballad singers, whose performances on different occasions were analyzed to determine changes in recall and changes among individual singers. Recall stability over a generation was examined by comparing the current versions with versions collected between 1912 and 1944. The recall of a naive group, 27 undergraduates who

learned and recalled one version of the ballad, was also assessed. Results show that constraints present in this ballad limit the possible variations that can occur. Any variations must preserve at least the verse structure, the verse sequence, the line sequence within each verse, the rhyme scheme, and the metrical pattern. Verses that embellish the details of the story may be omitted. Constraints were preserved in versions of the ballad collected in the 70 years and to some degree by undergraduates hearing the ballad for the first time. (ARH)

ED 292 108 CS 211 085
Pugh, Sharon L.
Teaching Children To Appreciate Literature. ERIC Digest Number 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88-06-2001
Note—3p.; Document printed on yellow paper.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, Elementary Secondary Education, Independent Reading, *Literature Appreciation, *Reader Response, Reader Text Relationship, Reading Comprehension, Reading Materials, Reading Material Selection, Reading Strategies
Identifiers—ERIC Digests, Reading Motivation
Two basic approaches to teaching children to appreciate literature at any level are the structural (traditional literary analysis) and the reader response approaches. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. For children, encounters with literature should retain characteristics of play, children's most natural activity. As they encounter more varied literature, children must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. (Thirteen references are attached.) (JK)

ED 292 109 CS 211 086
SCMLA: Technical Writing. Proceedings (Houston, Texas, October 1987).
Oklahoma State Univ., Stillwater.
Pub Date—Oct 87
Note—39p.
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Business Communication, Discourse Analysis, Electronic Mail, English (Second Language), Heuristics, Rhetoric, *Technical Writing, Writing Difficulties, *Writing Improvement, Writing Instruction
Identifiers—Writing Contexts
In order to make information about technical writing more available, the South Central Modern Language Association (SCMLA) has collected the papers not subject to copyright restrictions that were presented at the technical writing section of its 1987 meeting. The essays cover a wide range of topics in technical writing pedagogy and research. The articles and their authors are as follows: (1) "Spoken into Print: Rhetorical Analyses from a New Medium" (Esther C. Huckaby); (2) "Thinking in Language: The Fourth Protocol" (Anita Ross); (3) "Determining Verbal/Visual Orientation: A Heuristic" (Sam Dragga); (4) "Teaching 'On-Site' Technical Writing Courses" (Sara Brown); and (5) "Teaching Technical Writing to ESL Students" (Gail Nash). (ARH)

ED 292 110 CS 211 087
Henson, Kenneth T.
Writing for Professional Publication. Fastback 262.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-262-3
Pub Date—87
Note—33p.
Available from—Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90; $0.75 to Phi Delta Kappa members; quantity discounts).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Authors, Faculty Publishing, *Professional Development, Publications, Resource Materials, Scholarly Journals, *Writing for Publication, Writing Improvement
Identifiers—*Journal Articles, *Scholarly Writing, Writing Contexts
This fastback offers a plan for a disciplined writing program both for those who have never written for professional journals and for those who have had some initial success in getting published. In addition to providing information needed for preparing manuscripts and suggestions for getting them accepted in journals, the booklet also includes information to help writers structure a writing program that will achieve their professional goals and accelerate the rate of publishing success, emphasizing the positive attitudes of confidence and determination. The first two sections of the fastback address the question of "why write" and discuss the best time to write. The third section provides a guide on how to begin writing, including choosing a topic, the right tools, opening sentence and paragraph, and manuscript length. The fourth section on matters of style focuses on the elements of clarity and conciseness. The fifth part supplies information concerning the placement of a manuscript with the right journal, and discusses query letters, refereed and nonrefereed journals, writing for a research journal, and the author-editor relationship. The final section deals with collaborating with a co-author. (A list of resources for the prospective writer is appended.) (MM)

ED 292 111 CS 211 088
Akins, Janice R.
The Importance of Teaching the Writing Process to the Learning Disabled Child or "What's an Elementary Classroom Teacher to Do?"
Pub Date—Jan 88
Note—49p.; Elementary Methods Research Report for Illinois Teacher's Certification, Sangamon State University.
Pub Type— Guides - Classroom - Teacher (052) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Grade 6, *Learning Disabilities, Reading Writing Relationship, *Teacher Role, Teaching Methods, *Writing Difficulties, Writing Evaluation, *Writing Instruction, *Writing Processes, Written Language
Identifiers—Writing Attitudes, Writing Strategies
Personal observations as a writing instructor, combined with the findings of many experts, point to the fact that all children need to learn and internalize a "writing process" in order to master composition on an adequate level. Learning disabled children, who may possess several processing difficulties, have severe deficits to overcome with the written language and are dependent upon a resourceful instructor. Beyond the selection of topics and provision of a nurturing environment in which to write, teachers can supply students with a definite purpose to enlarge upon and an audience to write towards. Students need to establish the habit of writing in order to become comfortable with the process. Because writing is a cognitive skill, any problems should be addressed developmentally. Until disabled students have successful experiences with the written language, the process of being able to communicate on paper will never take hold. Elementary classroom teachers must become aware of the crucial role they hold in structuring and enriching all children's writing strategies. (Sample directed learning objectives, a table of the scope and sequence of skills in written composition, a comparison of the composing processes of unskilled and skilled writers, a summary of the creative and utilitarian aspects of writing, and 27 references are appended.) (MM)

ED 292 112 CS 211 089
Dodd, Julie E.
Editors' and Publishers' Handbook for Helping High School Journalism Programs.
Pub Date—Jul 87
Note—51p.; Prepared for the Journalism Education Committee, Southern Newspaper Publishers Association.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Editors, Education Work Relationship, High Schools, *Journalism Education, Publishing Industry, *School Community Relationship, Secondary Education
Noting the benefits of high school journalism training, this guidebook familiarizes commercial newspaper editors and publishers with high school journalism programs and publications and helps them become more involved in such programs. Following a look at the positive influence of high school journalism courses on student performance and motivation, the guide discusses various threats to high school journalism programs, including curricular constraints, lack of certification for faculty advisors, student press rights, and funding. Next, the guide discusses the state of high school newspapers and yearbooks, and how they have evolved in the last 20 years. The guide then explores ways in which newspapers can help high school journalism programs, including: (1) meeting the journalism teachers and publication advisors in the area; (2) providing guest speakers and tours of the newspaper plant; (3) publishing school newspapers or school pages in commercial newspapers; (4) training high school journalism students and journalism instructors and advisors; (5) funding college courses for teachers and advisors; (6) sponsoring a publication awards program and awards for individual students; (7) funding scholarships; (8) providing part-time student internships; and (9) contacting legislators and policy-makers in support of journalism programs. (Appended is a list of organizations and publications available for high school journalism programs, and 14 references are included.) (HTH)

ED 292 113 CS 211 090
Iaccino, James F. Spirek, Pamela
Pictorial Retention of Plausible vs. Bizarre Images as a Function of Unexpected Recall.
Pub Date—88
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Encoding (Psychology), *Figural Aftereffects, Long Term Memory, *Perception Tests, Pictorial Stimuli, *Recall (Psychology), Recognition (Psychology), *Retention (Psychology), Schemata (Cognition), Short Term Memory, Visualization, *Visual Learning, Visual Measures, Visual Perception, *Visual Stimuli
Identifiers—Visual Response System
Previous research has demonstrated that bizarre imagery facilitates long-term recall of noun pairs. A study investigated the effects of bizarreness when more pronounced delays were used. Subjects, 40 introductory psychology students from Illinois Benedictine College, were shown 30 plausible and 30 bizarre scenes at a viewing distance of approximately 380 mm for a period of 10 seconds, asked to rate the pictures on their own image scale, and then given an unexpected recall test, one or two weeks later, based on the pictures viewed. Results demonstrated that bizarre noun pairs were more likely to be recalled than commonplace items with lengthier delays, lending support to the stimulus distinctiveness theory. Results also indicated that bizarre images aided recall only under the extended delay interval. (A table of data and a figure are included.) (JK)

ED 292 114 CS 211 091
Sloan, Glenna Davis
Only Connect: How Literature Teaches Children To Read and Write.
Pub Date—Nov 87
Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basal Reading, Beginning Reading, Childhood Attitudes, Childrens Literature, *Early Reading, Elementary Education, Prereading Experience, Reading Improvement, *Reading Instruction, Reading Interests, Reading Materials, Reading Material Selection, Reading Teachers, Reading Writing Relationship, Student Writing Models
Identifiers—*Reading Motivation
Memorable language that delights children, makes them laugh or gasp, or causes them to ponder and wonder is the literature that will begin the process of teaching them to read and write. Literature is meant to connect, not with reason primarily, but with readers' and listeners' imaginations and emotions, and in the case of poetry, with something even more basic, their sense of rhythm. Although children may know how to read, whether they actually read or not depends on how early experiences with

print have made them feel. Good stories can begin to teach children to read and to write simply because, if they are gripping enough, they will make them want to read them for themselves and eventually to write them. Good stories for children are those in which strong and interesting characters are involved in dramatic, adventurous, or humorous action. Another way literature can teach children how to read and write is through its predictable patterns and repetitions. The predictability and repetitions confirm a child's intuitions about how language works. The best stories, poems, and informational pieces will teach children to love what words can do, and to care about words is the first step in learning to read and write. (Twenty-three references are attached.) (JK)

ED 292 115 CS 211 092
Butler-Nalin, Kay
How Composing Aloud and Computer Composing Influence Composing Processes.
Pub Date—87
Note—36p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Assisted Instruction, Expository Writing, Grade 8, Instructional Improvement, Junior High Schools, *Revision (Written Composition), Word Processing, Writing (Composition), *Writing Processes, Writing Research, Writing Skills
Identifiers—Composing Aloud, *Context Effect

To investigate how writing might be affected by composing aloud and computer composing–two factors that are increasingly being used either to study composing processes or to alter the typical context in which students write–a study described the composing process of five junior high school students. The students wrote four compositons, one in each mode/medium combination: students composed silently or students composed aloud, and students composed using paper and pencil or students composed using a computer with a text processor. The topics given for the writing episodes elicited writing which was reporting (chronological, first-person narrative) in function. Findings indicated that each writing context produced changes in particular aspects of students' composing processes. In a writing context where students composed aloud, more complex patterns of composing occurred than when students composed silently, and in a writing context where students composed using a text processor more revising and more recursive composing processes occurred than when students used pencil and paper. Additionally, students reread their text more frequently and were also more likely to revise after they had reread their text during computer composing. (Eight tables of data are included and 22 references are attached.) (Author/NH)

ED 292 116 CS 211 093
Schor, Sandra
Writing across the Disciplines: Respecting the Untranslatable.
Pub Date—Mar 87
Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication, (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Context, *Discourse Analysis, Higher Education, *Interdisciplinary Approach, Reading Writing Relationship, *Writing Across the Curriculum, Writing Improvement
Identifiers—Audience Awareness, Discourse Modes, Referential Communication, Science Writing

If the various academic disciplines are considered as cultures, with their own language, literature, behavior, and mode of discourse, then more and more the need of educated readers is to read across disciplines or multiculturally, and the goal of college writing teachers should be to encourage students' interdisciplinary reading. Respect for the structure and perspective of an unfamiliar discourse can bring readers nearer to a world view other than their own, thereby extending opportunities for interdisciplinary thinking. Since "translating" from one discipline into another would serve only to reinforce the biases and boundaries of a person's thinking, it is important for readers to read authentic discourse, not simplified rewrites. An analysis of the discourse of musical theory, for example, reveals that its structural relationships have implications for critics and structural theorists in many fields of discourse. Similarly, many articles in scholarly scientific journals have immediate social implications, and all offer another model of the universe, restricted to a statement of problem, methods, results, and discussion. While some of these articles are dependent on specialized vocabulary to the extent that they are removed from the domain of a general audience–possibly authors of such works could learn flexibility of form from the humanist, exploration of alternatives form the philosopher. The writings of Oliver Sacks provide an excellent example of interdisciplinary thinking: he transforms the scientific case study into an interpretive, humanistic essay–without "translation" or simplification. (ARH)

ED 292 117 CS 211 094
Pedersen, Elray L.
Puritan Indians: Wounded with One Hand and Healed by the Other.
Pub Date—Oct 87
Note—13p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (Spokane, WA, October 16, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Culture, American Indian History, *American Indians, *Colonial History (United States), Cultural Images, Intercultural Communication, *Puritans
Identifiers—New England, Puritanism

The accounts of the Puritan-Indian relations in the New World consist of ambivalent and paradoxical perspectives, perplexing narratives, often more diametrically opposed to than supporting each other. Among several representative accounts, Alden Vaughn contended that both the Indians and the Puritans in the New World were friendly, cooperative, and helpful to each other. In contrast, Parry Miller hardly saw any Indians in early America in any literal sense. Francis Jennings vigorously charged that the European settlers in New England were most inhumane and most inconsiderate in their dealings with the Indians. In addition, Mrs. Mary Rowlandson's captivity narrative strongly pointed out how God-centered the lives of some New England Puritans were. Since European America began, the American Indians have been severely wounded. Their trails of tears and deaths extend over much of the land for 350 years, representing lost cultures, lands, families, traditions, and nearly lost languages. The red man and woman in the contemporary world–not Americans, not Indians, but prisoners of war, captives in their own homeland–have been mortally wounded in the past. Now it is time to cease wounding the Indians and begin to heal them. It is not the Puritans or God but contemporary Americans and Indians who must help heal them in the future. (JK)

ED 292 118 CS 211 095
Dooley, Mary S.
Dialogue Journals: Facilitating the Reading-Writing Connection with Native American Students.
Pub Date—Jan 87
Note—37p.; Requirement for a Master's degree, Northern Michigan University.
Pub Type— Dissertations/Theses - Undetermined (040) — Guides - Classroom - Teacher (052) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Education, *American Indians, Cultural Context, Cultural Influences, Grade 3, Primary Education, *Reading Writing Relationship, Student Attitudes, Student Writing Models, *Teacher Student Relationship, Teaching Methods, Writing Improvement, *Writing Instruction, Writing Research
Identifiers—Beginning Writing, Childrens Writing, *Dialogue Journals

Focusing on the integration of early reading and writing skills, a study examined the instructional use of daily dialogue journals over a 5-month period in a class of 10 third-grade Native American students living on an Indian reservation in northern Michigan. Students were required to make an entry of at least three lines every day, all writing was confidential, and the journals were not graded. Punctuation skills, grammar, and sentence structure improved in most cases, the length of sentences and paragraphs improved in all cases. Ninety percent of the students indicated a positive feeling about writing, and a majority reported that they enjoyed sharing reading and writing with their classmates. Difficulties in using this teaching technique included the amount of teacher time spent in answering the journals on a daily basis, and the problem of motivating students to write. Overall, results indicated that the dialogue journals were successful in combining the need for a culture-based learning style which emphasized group cooperation, and pragmatic learning based on experiences. (Examples of pre-writing, a student attitude chart, a student progress chart, and 22 references are appended.) (MM)

ED 292 119 CS 211 096
Williamson, Ronald Osborne, Debra C.
Using Conceptual Analysis in the Classroom: A Writing Process Approach.
Pub Date—[88]
Note—16p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Concept Formation, Content Area Writing, *Critical Thinking, Elementary Secondary Education, Group Activities, Interdisciplinary Approach, Problem Solving, Productive Thinking, Student Writing Models, Teaching Methods, Writing for Publication, *Writing Instruction, *Writing Processes
Identifiers—Collaborative Learning, *Conceptual Analysis

At a time when many public school teachers and administrators are limiting instructional goals to the lower level objectives found on standardized tests, there is a need for classroom activities derived from higher purposes. Conceptual analysis, which relates abstract concepts to the lives of students, meets this need. While focusing primarily on the composing process, the technique also encourages the use of cooperative learning strategies, critical thinking skills, and interdisciplinary teaming situations. When conducting an analysis of a specified concept, students write six "cases," or stories which exemplify the concept, but without using the concept or term in question. Students writing about the concept of freedom, for example, will write stories illustrating what freedom is, what freedom is not, what freedom may or may not be, what freedom is from a group or individual perspective, and what freedom is from a "science fiction" perspective. As students compose the cases, they list related terms which are later used to form a definition of the concept. Finally, the stories are published, and a presentation is prepared which applies the concept to an issue in the everyday lives of the students. (Six references are appended.) (ARH)

ED 292 120 CS 211 097
Chafe, Wallace
What Good Is Punctuation? Occasional Paper No. 2.
California Univ., Berkeley. Center for the Study of Writing.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grammar, *Inner Speech (Subvocal), *Oral Reading, *Punctuation, Reading Writing Relationship, Writing (Composition), Writing Instruction, Written Language
Identifiers—Author Text Relationship, Writing Style

Punctuation contributes substantially to the effectiveness of a piece of writing, and its successful use calls for an awareness of the sound of written language. For centuries, debates have existed over whether punctuation is determined by grammar, or whether its primary function is to signal the "prosody"–the patterns of pitch and stress and hesitations–that authors intend and that readers attribute to a piece of writing. One reason for the inconclusiveness of these debates is the fact that prosody and grammar often support each other. Much 19th-century writing included punctuation that was not in accord with grammatically based rules. However, other literature (for example, certain unpunctuated sequences in James Agee's "A Death in the Family") shows how punctuation, or the lack of punctuation, does not reflect the way the writing sounds. These styles of writing are distinguished by the degree to which their punctuation captures the prosody of the inner voice. Reading aloud can make the inner voice overt by turning written language into spoken language, but whereas reading aloud is subject to various physical and psychological constraints, the inner voice is not. In teaching writing, the importance of listening to what is written should

be stressed. In addition to being sensitized to their inner voices, students can benefit from knowing the range of available punctuating options. (Five references are appended.) (MM)

ED 292 121 CS 211 098
Dyson, Anne Haas
Drawing, Talking, and Writing: Rethinking Writing Development. Occasional Paper No. 3.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 88
Note—30p.; Research partially supported by a seed grant from the Spencer Foundation. Paper presented at the Creating Word Conference: An International Conference on the Learning and Teaching of English (Edmonton, Alberta, Canada, October 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Environment, Classroom Research, Freehand Drawing, Grade 1, Grade 2, Grade 3, Interpersonal Relationship, Kindergarten, Primary Education, Student Attitudes, Student Writing Models, Teacher Role, *Writing Processes, Writing Research, Writing Skills
Identifiers—Beginning Writing, Childrens Writing, *Journal Writing, Writing Contexts, *Writing Development

A study investigated one way in which teachers can focus on more than children's products and writing processes by examining their social processes as well, specifically the health of the classroom communities and the individual children's comfort within those communities. Under the supervision of the same teacher, "journal time" in three classes (kindergarten, first/second grade, and second/third grade in an urban, socially and ethnically diverse school) was observed twice a week for 5 months during 1985 and 4 months during 1986. Although approximately 80 students were observed, the study focused closely on eight students, four kindergartners and four first-graders. Children's talk was audiotaped, observational notes on their behavior were recorded, and all journals were photocopied. Case studies of two of the students illustrate the notion of multiple worlds, where writing could appear in the contexts of an imaginary world, a present social world, and a wider experienced world. In these contexts, writing developed as it became embedded in the children's lives, and as it became a way of understanding their own experiences and of interacting with others. (Examples of students' drawing and writing are included, and eight references are appended.) (MM)

ED 292 122 CS 211 099
Writing, Grades 6 and 8: Report of Student Performance 1987-88.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date—88
Note—112p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, Grade 6, Grade 8, Holistic Evaluation, *Writing (Composition), *Writing Evaluation, Writing Research
Identifiers—Evaluation Reports, *North Carolina Annual Testing Program

For the 1987-1988 North Carolina Annual Testing Program in the area of writing assessment, public school students in grades 6 and 8 were tested on the composing characteristics of main idea, supporting detail, organization and coherence. A total of 78,045 sixth-grade students wrote a clarification composition focusing on their favorite place to eat and explaining why they preferred that particular place, and 81,047 eighth-grade students wrote letters to a television producer persuading the producer, with sufficient elaboration, that where they live is the best place to live. Compositions were scored using a holistic scale of one to four, in addition to an independent score of a "+" or "-" with respect to the usage of standard English conventions. Results showed that 47.40% of the sixth graders and 66.07% of the eighth graders wrote well enough to score at or above the mid-point of the four point scale. A majority of the students displayed a reasonable command of English conventions. Writing scores for both grades improved when clarification and persuasive writing were measured. (Tables of the distribution of writing scores for descriptive, clarification, point-of-view, and persuasive writing for sixth, eighth, and ninth graders, sixth- and eighth-grade reader agreement status, and English conventions scores for sixth- and eighth-graders are included, and state and regional summary reports of the North Carolina Annual Testing Program/ Writing Assessment 1987-1988 are appended.) (MM)

ED 292 123 CS 211 100
Shechter, Myriam Schecter, Sandra R.
Children's Acquisition of Literary Genre: Science Fiction versus Fantasy.
Ontario Inst. for Studies in Education, Toronto.; Toronto Board of Education (Ontario).
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date—Oct 87
Note—28p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (12th, Boston, MA, October 23-25, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Research, *Fantasy, Grade 5, Intermediate Grades, *Literary Genres, Reading Material Selection, *Reading Writing Relationship, *Science Fiction, Student Writing Models, Writing Instruction, *Writing Processes, Writing Research
Identifiers—*Writing Contexts, Writing Tasks

Using ethnographic observations of 30 children in a multicultural inner-city fifth grade class over a period of one year, a study examined the children's classroom interactions with the literary genres of science fiction and fantasy, investigating their sequential acquisition of the constitutive elements of the two genres as well as their abilities to differentiate between these genres along dimensions such as true/untrue or possible/impossible. The study also examined the relationship between the literature children read and the stories they write, and traced the evolution of children's constructs of genre with cumulative exposure to a genre-based curriculum. Field notes were taken on the teacher's structuring of classroom curriculum, the participant formats of Language Arts activities, and the literacy environment (books in the classroom and library, videos, audio tapes, field trips) in which the acquisition of genre was embedded. Data also included lesson transcripts, and transcripts of learners' formal and informal interviews with the teacher and a researcher. The children's stories were collected after they had read within a particular genre. Findings suggest that a combination of inter- and intra-genre exploration across different media, facilitated by context-sensitive pedagogical strategies, best promotes the extension of children's notions of genre. (Two student stories and 26 references are appended.) (MM)

ED 292 124 CS 211 101
National Endowment for the Humanities: Twenty-Second Annual Report-1987.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—87
Note—186p.
Available from—National Endowment for the Humanities (NEH), Room 406, 1100 Pennsylvania Ave., NW, Washington, DC 20506 (single copies free).
Pub Type— Reports - General (140)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Endowment Funds, *Federal Programs, *Grants, *Humanities, Philanthropic Foundations
Identifiers—*National Endowment for the Humanities

Reflecting the efforts of the National Endowment for the Humanities (NEH) to support the humanities in all their aspects, this report lists federal funds obligated for grants made in the 1987 fiscal year through the Endowment's five divisions (Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs) and through two offices-the Office of Challenge Grants and the Office of Preservation. The report provides brief descriptions of all NEH programs. Special Attention is given to the publication of "American Memory: A Report on the Humanities in the Nation's Public Schools." NEH has established a research center at the University of California at Los Angeles to study the way history is taught in elementary and secondary schools, and has launched the NEH/Reader's Digest Teacher-Scholar Program to provide one-year sabbaticals for elementary and secondary school teachers. In addition, the report includes lists of panelists, senior staff members, and members of the National Council on the Humanities, as well as a financial report for the year and a state-by-state index of grants. (ARH)

ED 292 125 CS 211 105
Hamilton-Wieler, Sharon
The Fallacy of Decontextualization.
Pub Date—88
Note—18p.
Pub Type— Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Reading, Discourse Analysis, *Literary Criticism, *Reader Text Relationship, Reading Instruction, Written Language
Identifiers—*Context Dependence, Context Effect, Contextualism, Contextualization, *Decontextualization, Meaning Conditions, Reader Author Relationship, Text Factors

Decontextualization, referring to the abstraction of a written text from all of its contexts, is a flawed concept. Rather than viewing writing as an isolated abstraction, a text's involvement with the human world should be acknowledged. Two major questions arise when dealing with the concept of decontextualization: (1) Can written discourse be rendered meaningful context-free? and (2) Is the locus of meaning solely within the text? Several types of context are involved in written discourse-linguistic, situational, cultural, and textual. To consider language as decontextualized means to consider it removed from the totality of its contexts, a theoretically impossible isolation. In addition, the five components of written discourse-writer, content, reader, meaning, and intertextuality-are not static in their relationship but are in continuous intermingling motion. The assumption that any one component can be isolated, even for analytical inspection, without regard for the other four leads inevitably to further related arbitrary separations in language study. Socio-political implications of decontextualization are also evident. Those who invest the written word with the power of revealing meaning to the exclusion of situational, personal renderings of meaning are upholding the authority of the printed documents of society over those who might otherwise question the traditional culture. (Eleven references are appended.) (MM)

ED 292 126 CS 211 106
Pettit, Katherine Denshaw
Guide to the Logan Pearsall Smith Collection.
Trinity Univ., San Antonio, Tex.
Pub Date—Sep 87
Note—39p.
Pub Type— Guides - Non-Classroom (055) — Historical Materials (060) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biographies, *Guides, Letters (Correspondence), *Library Catalogs, *Library Collections, Library Materials
Identifiers—Critics, *Historical Materials, Manuscript Collections, *Smith (Logan Pearsall), Trinity University TX

A guide to the Logan Pearsall Smith Collection at Trinity University Elizabeth Coates Maddux Library in San Antonio, Texas provides a descriptive overview of the collected works of this renowned epigrammatist, critic, essayist, biographer, and authority on the English language. The guide includes a brief biography of Smith (1865-1946), detailed descriptions of his publications and papers at Trinity, two appendices (a list of his principal works, and Smith material in the United States), and an index. The 48 items in the publications section are arranged under the following headings: (1) Essays and Aphorisms; (2) Poems; (3) Autobiography; (4) Writings on the English Language; (5) Literary Studies; (6) Short Stories; (7) Biography; (8) Editor (works edited by Smith); and (9) Books about Logan Pearsall Smith and His Family. The papers, numbering 108 items and containing more than 2,000 pages, consist mainly of letters, manuscripts, miscellanea, and typescripts. Notable among these are letters from Sir Kenneth Clark, art critic; Sir Humphrey Milford, publisher, Oxford University Press; Hugh Trevor-Roper, historian and critic; and several unpublished manuscripts. (Twenty-one references are appended.) (MM)

ED 292 127 CS 211 107

Reed, Janine
Who's Expressing in "Expressive Writing"?
Pub Date—Mar 88
Note—13p.; Paper presented at the Annual Meeting of the Conference in College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Creative Writing, Higher Education, Psychology, *Self Expression, Theory Practice Relationship, *Writing Instruction, Writing Processes
Identifiers—*Expressive Writing, Freud (Sigmund), James (William), Maslow (Abraham), *Self Psychology, Self Schemas

In an attempt to understand what expressive writing means to themselves and to their students, teachers should explore and reflect on various questions regarding expressive writing theories and practices. For many, self-expression is the basis of all serious writing and an important stage in any act of learning, so it is essential to uncover the assumptions that different schools of expressive writing pedagogy make about the self. The psychological theories of Abraham Maslow, Sigmund Freud, and William James have contributed to American notions of self in the 20th century, and their theories present three distinct views of self, which resonate in the composition texts of Ken Macrorie and James Miller. Maslow's concept of self is a unified entity central to the person's being, and its writing pedagogy emphasizes listening to the inner voice this self projects. Freud's view of self is structured into parts which interact with each other, and these interactions–particularly between the conscious and unconscious–form the self. Strategies employed by this pedagogy encourage the writer to free the repressed part of the self in order to find what is natural and true. The "multiple" view of self, as described by James, is like a fluctuating and changing stream, and multiple view pedagogies incorporate this perception of self into their teaching strategies, focusing on stream-of-consciousness writing. Teachers should question whether they are teaching self-discovery under the guise of "expressive writing." (MM)

ED 292 128 CS 211 108
Elbow, Peter
The Pleasures of Voices in the Literary Essay: Explorations in the Prose of Gretel Ehrlich and Richard Selzer.
Pub Date—Mar 87
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authors, Higher Education, *Literary Criticism, *Literary Devices, Literary Styles, Literature, Narration, Reading Writing Relationship, *Rhetorical Invention, Writing Instruction, Writing Skills
Identifiers—*Author Text Relationship, Narrative Text, Text Factors, *Voice (Rhetoric)

Voice is a useful critical concept for studying texts, and can be classified into three types: (1) audible voice–how much the reader "hears" the text; (2) dramatic voice–what kind of speaker or writer is implied in the text; and (3) one's own voice–the relationship of the text to the actual writer. Written language is more likely to be heard if it uses the syntax, rhythms, and word-choice characteristic of speech. Certain textual clues, such as short simple sentences or sentences which give the sense of mental activity, also call attention to the audibility of a text. The dramatic dimension of a text can derive from the audible voice, but even in the absence of an audible voice, the voice of the implied author is present. There are three aspects to one's own, or the actual writer's, voice: (1) a distinctive, recognizable voice; (2) "having a voice" or "having the authority to speak"; and (3) "authentic voice" or resonance, meaning the relationship of the text to the real author as opposed to the implied author. The writings of Gretel Ehrlich and Richard Selzer effectively illustrate all senses of voice. (Sixteen references are appended.) (MM)

ED 292 129 CS 211 109
Price, Marian
Reader Response in the Teaching of Composition.
Pub Date—Feb 87
Note—17p.; Paper presented at the Annual Meeting of the Florida College English Association (Ocala, FL, February 6, 1987).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, Essays, *Freshman Composition, Higher Education, Literary Criticism, Peer Groups, *Reader Response, Student Writing Models, Teacher Student Relationship, Teaching Models, *Writing Processes
Identifiers—*Journal Writing, Literary Response, *Reader Response Criticism, Student Journals

As an interesting development in recent literary criticism, reader response can enhance a composition class in many ways. Reader response, by incorporating both intellect and feeling into an aesthetic reaction to literature, restores the subjective aspect that some forms of criticism deny. Three main elements compose the repeated cycle of a reader-response composition class: (1) individual readers respond to the literature in the written form of a reader's journal; (2) group discussion validates individuals' insights, with the class acting as an interpretive community; and (3) students produce essays through a process of drafting and peer review. In the final essay-writing step, the class community–not the teacher–is seen as the audience, and student writing becomes the text to be read and given a response. The reading journal and reader-response discussion help identify issues that students can explore more fully and formally in their essays. Because the reader-response model insures that individual responses are listened to and respected, it encourages involvement as readers and commitment as writers, and it discourages conformity of thought and the tendency to parrot the teacher's interpretations. (Figures of the authoritarian model and reader-response model are included, and a list of instructions for a reader's journal is appended.) (MM)

ED 292 130 CS 211 111
Philbin, Meg Phillips, Rebecca
Fiction about Hate Groups: A Case Study Approach.
Pub Date—88
Note—9p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, *Controversial Issues (Course Content), Cultural Context, Ethics, Fiction, Racial Attitudes, *Racial Bias, Racial Relations, Reading Material Selection, Secondary Education, *Social Problems, Teaching Methods
Identifiers—Controversial Topics, *Literary Models, Writing Assignments

Faced with the task of reading literature on themes perhaps foreign to their own experience, students can explore their reactions to these issues by using a case study approach, bridging the gap between the novel and the student's own experience. In a case study, the issue of racial hatred can be objectively discussed as students gather evidence (either fictional or factual) and draw conclusions based upon it, leading to a cause and effect analysis of the event described. Literature which addresses racial hatred, such as Ernest Gaines' "A Gathering of Old Men" and "The Autobiography of Miss Jane Pittman," lends itself to a case study treatment because students must use the individual narratives of the novels as primary source material for deriving a "factual" reconstruction of the novels' events. Various preliminary activities, including role plays and studies of character motivation, use reader responses to search for meaning in the novels which can then be related to the student's own experiences. After considering their affective responses, students can approach the issue by writing a formal case study, thereby permitting the expression of emotional and intellectual reactions. (Nine references are appended.) (MM)

ED 292 131 CS 211 113
O'Farrell, Lawrence
Teaching the Playwright's Art: A Research Report.
Pub Date—88
Note—174p.
Pub Type— Reports - Research (143) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Curriculum Design, Curriculum Development, Educational Research, Foreign Countries, *Playwriting, Questionnaires, Scripts, Secondary Education, Teaching Methods, Theater Arts
Identifiers—Canada, Drama in Education, *Playwrights, Professional Activities, Theater Research, *Writing Attitudes

In order to develop a guide for teaching a course on playwriting, a study reviewed related literature and conducted a survey of information and opinions from practicing playwrights. Members of the Playwrights' Union of Canada, 145 playwrights, completed a survey of ten open-ended questions describing the processes of the playwright's art, suggesting how this art can be introduced to drama students at the senior high school level, and indicating how playwriting can be related to a broad curriculum of dramatic education. Questions included: (1) What is your chief motivation for writing a play? (2) How should the student pick characters for a play? (3) What is the value of rewriting part or all of a play? and (4) Is there a set of principles that can be recommended to a teacher who is about to teach a course or unit on the processes of the playwright's art? Responses to the questions were analyzed qualitatively, and were presented along with implications for the school program, as well as guidelines for an ideal playwriting course. (Copies of the survey questionnaire, researcher's cover letter, Playwrights' Union cover letter, reminder letter, a biographical sketch of the researcher, and 43 references are appended.) (MM)

ED 292 132 CS 506 015
Pyatt, Rudolph A., Jr.
Employment and Economic Participation in the Fields of Communications.
Pub Date—Jun 87
Note—38p.; Paper presented at the Howard University School of Communications and the University of Texas at Austin College of Communications Invitational Conference on Minorities and Communications (Washington, DC, June 18-20, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Broadcast Industry, *Career Choice, Career Education, *Employment Opportunities, *Equal Opportunities (Jobs), Financial Problems, Labor Market, *Mass Media, Mass Media Effects, *Minority Groups, *Newspapers, Racial Discrimination
Identifiers—*Communications Occupations

Almost twenty years after the Kerner Commission reported that fewer than 5% of employees in the news business were black and that fewer than 1 percent of those were editors or employed in management jobs, the percentage of blacks and other minorities in those professions is only slightly higher. A 1987 survey by the American Society of Newspaper Editors (ASNE) shows that minorities make up only 6.56% of the professional workforce in newsrooms across the country. At 16%, employment of minorities in the broadcast industry is significantly higher; however, statistics for the employment of blacks remain essentially unchanged after five years. There are encouraging signs that a sizeable portion of the communications industry, primarily in the newspaper sector, is engaged in a genuine effort to address the concerns expressed in the Kerner Report. In addition to conducting annual surveys to track the progress of employment, ASNE sponsors several programs to expand opportunities for minority journalists and in 1968 provided $275,000 for minorities programs. In 1987 the American Newspaper Publishers Association (ANPA) reaffirmed its commitment to continue and expand programs designed to increase opportunities for minorities. Nonetheless, the evidence is not persuasive that nearly 10 years of recruiting and referrals have produced a significant change in the minority workforce. (Six tables of data and 20 references are attached.) (NH)

ED 292 133 CS 506 019
Anczak, Frederick J.
Rhetoric and Character: Ethical Criticism in the Narrative Paradigm.
Pub Date—[87]
Note—48p.
Pub Type— Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Discourse Analysis, *Ethics, Moral Issues, *Narration, Persuasive Discourse, Rhetoric, *Rhetorical Criticism, Rhetorical Invention
Identifiers—*Discourse Aims, Discourse Modes, Narrative Text

One alternative approach for assessing the moral quality of public argument in liberal democracy is narrative ethics, based not in procedural rationality but in narrative, with a concern for character and community. To be intelligible and practicable, such criticism shifts the focus of ethics from discrete decisions and actions to questions of character. In the narrative vision and language of character in community, the ethical dimension of texts can be objects of analysis genuinely open to debate in a way that sustains and extends the community of discourse and its critical capacities to hold texts and the characters they realize accountable. Rhetoric as a practice of accountability is designed to keep the conversation focused, and to keep it continually developing its capacities to give compelling and decisive accounts. This accountability is possible only because of the shift in focus of ethical criticism from procedural rationality to the narratives of vision and character in these communities of discourse. Ethical criticism works from an ethics that makes sense only in a rational world paradigm of communication, where the stories of character are central, and where only in its moral vision could they have their meaning and rationale. (Fifty-eight footnotes are appended.) (MM)

ED 292 134 CS 506 031
Marlier, John
Organizational Communication Inc.: Designing the Organizational Communication Theory Class as an Organizational Simulation.
Pub Date—Nov 87
Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Organization, Classroom Environment, Course Organization, *Curriculum Design, Educational Strategies, *Experiential Learning, Group Dynamics, Higher Education, *Organizational Communication, Simulation, Teaching Methods, Theory Practice Relationship
Identifiers—*Classroom Simulation, Organizational Behavior, Organizational Skills

A college course in Organizational Communication typically involves the study of how people act within organizations, and why. Instructors should design a course which provides a realistically complex and extensive experiential simulation of organizational social dynamics over time, while still providing adequate theoretical input to facilitate a student's conceptual understanding of those dynamics. One approach to solving this problem is to design the course itself as an organizational simulation, with the purpose of the organization being related to the integrated, critical learning of organizational theory. Textbook readings provide an integrated conceptual overview of the role of communication in organizations. As students work through a series of exercises designed to help them identify people they could work with effectively, form teams, and work with others to accomplish various tasks, they use the reading material to guide their decision making in accomplishing these tasks. Assignments include a group-written final exam and a group-written term paper, and these, along with quizzes, participation, and peer evaluation, determine the final grade. By the end of the term students are expected to analyze objectively their own effectiveness as participants in the class organization, and to make defensible recommendations as to how they could have communicated more effectively. (MM)

ED 292 135 CS 506 045
Claussen, E. Neal
The Democratic Keynote Address.
Pub Date—Nov 87
Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Persuasive Discourse, *Political Campaigns, Political Issues, *Public Speaking, *Speeches
Identifiers—*Democratic Party, Historical Background, Orators, Political Communication, *Political Party Conventions, Political Rhetoric, Politicians

As a significant part of America's political heritage, the national political convention keynote address has become an institution of the American political process. Politicians and journalists borrowed the term "keynote" from the vocabulary of music to refer to the setting of campaign themes. Convention speakers learned that it was politically effective to concentrate the delegates' attention on basic issues early in the meetings, especially when factions competed for a controlling hand. Several consistent factors have been found concerning those who have been Democratic keynote speakers since 1832. Southerners have a greater chance of being elected to this position, and an effort is made to select a relatively new person in government who is on the way up. A person's reputation as an effective communicator is another factor contributing to selection. Finally, friendship and alliance with a leading presidential candidate have been compelling reasons for being selected. The speech itself serves two major functions; it sounds the theme of the convention and the campaign, and it stimulates the emotions of the listeners by connecting the purpose of the convention with lofty ideals. The main part of the speech is generally devoted to a comparison of the records of the two major parties. (Eight footnotes are appended.) (MM)

ED 292 136 CS 506 047
Jones, Don Paul
Realism, Rationality, and Rhetoric in Science: A "New" Focus.
Pub Date—Nov 87
Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Information Needs, Research Methodology, *Rhetoric, *Sciences, *Scientific and Technical Information, *Scientific Literacy, *Scientific Research, Technical Writing
Identifiers—Information Hypothesis, Information Strategies, *Philosophy of Science, *Science Writing

Recognizing that the past study of the rhetoric of science has focused on the link between the public and scientific realms and on the alleged ideological nature of science, this paper proposes the development of a problematic and methodology for the rhetoric of science which focuses on rhetoric internal to the natural sciences. The paper examines the rhetoric of science literature to illustrate the predominant focus and limitations of the problematic that emerged in the 1970s from the "Weltanschauungen" perspective; discusses a new emerging synthesis based on pragmatism and realism that reshapes the problematic; and sketches an outline of a new realist methodology specifically designed for the newly focused problematic and suggests how it might be employed to arrive at improved insights into the rhetoric of science. Four general regulatory rules for method selection and application which appear to be consistent with concerns raised in a review of the literature on the rhetoric and philosophy of science are: (1) methods for study of internal science communication should be consistent with the most evolved understanding of the philosophy of science; (2) some of the methods should serve to reveal perceptions and understandings of science and rhetoric that scientists have as individuals; (3) methods should be specifically appropriate to an understanding of internal scientific communication; and (4) applications of methods should distinguish between the physical/natural sciences and the social/behavioral sciences. (Seventy references are attached.) (NH)

ED 292 137 CS 506 049
Weiss, Robert O.
Teaching Colleagues in Other Disciplines To Assess Communication Competency.
Pub Date—Nov 86
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, IL, November 6-9, 1986).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques, Communication Apprehension, *Communication Skills, Discussion, Evaluation Criteria, *Evaluation Methods, Higher Education, Integrated Activities, Interdisciplinary Approach, Listening Skills, Measurement Techniques, Performance Factors, Professional Training, Speech Communication, Teacher Role, Teacher Workshops, Teaching Methods
Identifiers—Speech Communication Education

As oral communication becomes a more substantial feature of courses in disciplines other than speech communication, faculty members in other disciplines need to develop the ability to assess oral communication competence in their classrooms. Faculty development workshops can teach colleagues these skills, using consultations with faculty members who can tell how they applied what they learned in earlier workshops, practicing the assessment of sample student performances provided on tape or in person, and providing follow-up sessions periodically after the formal workshop is over. Fundamental issues involved include (1) whether form and content are related; (2) how much communication depends on its context; and (3) whether evaluation should be analytic or holistic. Classroom assignments–oral reports, debates, and role-playing–can incorporate speech communication into different disciplines. However, using a wide variety of speaking and listening assignments requires a broad range of methods for assessing student performance, including rating scales, which translate easily into numerical scores; check lists, based on the completion of specified behavioral objectives; holistic evaluation, where judgment is seen as a contextual adaptation; and peer evaluation. Problems faced by faculty seeking to implement speaking skills include how to evaluate listening, and how to deal with students who never speak in class, or who demonstrate a high level of anxiety. (Ten references are appended.) (MM)

ED 292 138 CS 506 053
Biggers, Thompson And Others
Nursing, Nursing Education, and Anxiety.
Pub Date—[87]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, Affective Measures, Arousal Patterns, Burnout, *Communication Apprehension, Communication Research, Comparative Analysis, Confidence Testing, Emotional Problems, *Emotional Response, *Nurses, *Nursing, *Nursing Education, Personality Traits, Psychological Patterns, Status Need, Stress Management, *Stress Variables, Teaching Hospitals
Identifiers—Nurse Education Act 1985, Nursing Research, Nursing Students

In response to the current crisis in the field of nursing, a study examined nursing students' perceived work-related stress and differences among associate degree, diploma, and baccalaureate nursing programs in their preparation of nursing students. The 171 subjects, representing the three different nursing programs, completed a questionnaire concerning various state and trait measures of emotions (including general anxiety, apprehension about communication, and anxiety about a future nursing career). Differences among the three groups of students were assessed from the perspective of Mehrabian's theory of emotion. Predictors of anxiety about a nursing career were investigated for the overall sample and for the three groups separately. Findings indicated that baccalaureate students were the least apprehensive about communication and felt most dominant in their setting. Associate degree students were most anxious about nursing if they did not feel dominant, while diploma students were most anxious if they did not feel dominant or were apprehensive about communication, and baccalaureate students were most anxious if they were generally unhappy. Better screening of nursing program applicants, and more preparation during training for job-related stress, are recommended. (Three tables of data are included, and 30 references are appended.) (ARH)

ED 292 139 CS 506 054
Dee, Juliet
Myths and Mirrors: A Qualitative Analysis of Images of Violence against Women in Mainstream Advertising.
Pub Date—[85]
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Advertising, Females, *Mass Media Effects, Media Research, Persuasive Discourse, Qualitative Research, *Sex Bias, Sex Role, Sex Stereotypes, Sexual Abuse, Violence
Identifiers—*Advertisements, Audience Response, Media Analysis, Media Imagery

In light of increasing concern over media portrayals of women as willing victims of violence, a study examined images of violence against women in advertising, with the goal of determining to what extent advertisers were aware of the implied violence against women in the ads they sponsor, and, if advertisers were aware of the underlying implications, what their motives were in running the ads. Indepth telephone interviews were conducted with spokespersons for 13 companies responsible for an advertisement portraying violence against women during the past decade. Respondents were asked questions concerning target audience, type of response expected, presence of implied violence against women in their advertisements, impact of the advertisement on sales, and use of market research. The discussion focuses on 12 print ads and one television commercial appearing between 1975-1985. Results showed that over twice as many of the ads targeted women as men. As to impact on sales and use of market research, all representatives said that the effect of one ad could not be measured, and vehemently denied that the choice of advertisement depicting violence toward women was supported by market research. In addition, eight of the representatives were aware of the suggested violence against women in their advertisements, but justified it as being humorous or artistic. Most of the ads had resulted in public outcries. The fact that many women tolerate being abused in the media could indicate that women have been socialized to view themselves as victims. (Thirty-nine footnotes are appended.) (ARH)

ED 292 140 CS 506 055
Scatena, Paul
The Humanities and the Primrose P.C.
Pub Date—Oct 87
Note—10p.; Paper presented at the Annual Meeting of the INTERFACE Humanities and Technology Conference (11th, Atlanta, GA, October 22-23, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Appropriate Technology, *Computers, Computer Simulation, Cultural Context, Futures (of Society), Humanism, *Humanities, *Humanization, *Problem Solving, Technological Advancement
Identifiers—Analytic Philosophy, Technology Assessment
The computational problem-solving mode of thought that has become widespread since the computer revolution has two aspects. The first aspect is the organization of one's view of the world into "context-free" terms and uniform relations between these terms. The relations that are to hold among these terms are taken to be standardized, and in this way inquiry is reduced to a technical problem of collecting context-free terms and analyzing the rules relating to them. Such an approach can yield mixed results. The second aspect is a tendency to look for unique solutions. To look at the world in this way may work in the hard sciences, but in the social sciences and the humanities, looking for a unique solution will often yield no solution at all. What is necessary is to stop looking for solutions and start seeing how different choices lead to different results, and then to make appropriate choices for each individual. Some of the techniques of analytic philosophy are useful tools as a way to integrate such thinking into a wider context of thought that includes intuition, insight, and human choices. (JK)

ED 292 141 CS 506 056
Taylor, Anita
The National Film Board's Studio D: Feminists Making Films for Peace.
Pub Date—Nov 87
Note—31p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Book/Product Reviews (072)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Disarmament, Documentaries, Females, *Feminism, *Film Criticism, Film Production, Films, *Film Study, *Nuclear Warfare, *Peace, Womens Studies
Identifiers—Feminist Criticism, *National Film Board of Canada, Nuclear Freeze, *Peace Studies
Studio D of the National Film Board of Canada, a women's film making unit established to make films by, for, and about women, has created a group of five films that effectively develop the argument that women can and must join the effort to bring peace to a nuclear world. The first of these peace films, "If You Love This Planet," consists of words and images from a speech by Dr. Helen Caldicott, author and spokesperson for Physicians for Social Responsibility, which questions the industrial nations' increasing stocks of nuclear arms. "Speaking Our Peace" follows Muriel Duckworth, a Canadian peace activist, through a series of conversations with women in Canada and the Soviet Union which introduce the breadth of women's involvement in peace efforts. Three spin-off films resulted from "Speaking Our Peace": "A Writer in the Nuclear Age: A Conversation with Margaret Laurence"; "Nuclear Addiction: Dr. Rosalie Bertell on the Cost of Deterrence"; and "A Love Affair with Politics: A Portrait of Marion Dewar." All three spin-off films are relatively short (10-27 minutes) and would lend themselves to use in classes or club meetings, and, like the other films, develop the theme that despair is not an appropriate response to a nuclear world, action is, and "ordinary" people can make a difference. (A list of films by Studio D and 17 references are appended.) (MM)

ED 292 142 CS 506 057
Zimmerman, Stephanie
The Rhetoric of Al-Anon: A Burkeian Analysis.
Pub Date—Nov 87
Note—38p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alcoholism, Behavior Disorders, *Discourse Analysis, Family Problems, Family Programs, Group Dynamics, Group Membership, *Organizational Communication, *Rhetoric, *Rhetorical Criticism
Identifiers—*Al Anon, Alcoholics Anonymous, Pentadic Analysis, *Rhetorical Strategies, Rhetorical Theory
A study employed a Burkeian framework in order to determine the nature of Al-Anon's rhetoric and evaluate the success of the organization's rhetorical strategies in appealing to the co-alcoholic population that it addresses. According to Kenneth Burke, a message is persuasive if the audience perceives a commonality with the central beliefs of the rhetor. This commonality may be predicted by analyzing the order and dominance of the five factors that comprise every verbal message: agent, agency, scene, act, and purpose. Examination of the rhetoric of Al-Anon reveals that the dominant rhetorical factor is the agent, the alcoholic, whose activities perpetuate or change the situation. Analysis of the membership of Al-Anon reveals that most Al-Anon members have worldviews that are typically associated with a conservative political philosophy: they adhere to traditional models of men's and women's roles, they have a strong belief in God, and they believe that individuals must "pull themselves up by their bootstraps" to improve their lot in life. The general absence of professionals, minorities, or those without strong religious affiliations can be explained by other studies which have shown that those whose political beliefs are conservative tend to follow agent-dominated philosophies (such as Al-Anon's). Rhetorical analysis suggests that Al-Anon's persuasive appeal is limited to audience members who share the organization's worldview. (Fifty-eight references are appended.) (ARH)

ED 292 143 CS 506 058
Kane, Peter E.
Western Culture in Japanese Film: Kurosawa's "Throne of Blood" and "Ran."
Pub Date—Oct 87
Note—7p.; Paper presented at the New York Conference on Asian Studies (Brockport, NY, October 2-3, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, *Cultural Context, Drama, *Film Criticism, Film Study, Foreign Countries, *Foreign Language Films, Intercultural Communication, Playwriting
Identifiers—Filmic Styles, Japan, Japanese Culture, King Lear, *Kurosawa (Akira), Macbeth, Shakespeare (William), *Throne of Blood
Akira Kurosawa, the most popular Asian film maker with audiences in the United States, has found in William Shakespeare's plays themes and plots that resonate within Japanese culture. While the translations of "Macbeth" into "Throne of Blood" and "King Lear" into "Ran" are quite direct and literal with only minor changes in plot and emphasis, in many places Kurosawa's interpretation of the stories gives them a very Japanese flavor. For example, his use of the traditions of "No" drama transforms the story of "Macbeth" into something uniquely Japanese. At the same time, the director's free use of vivid color and skillful filming of spectacle produce a psychological appeal that transcends geography and culture to reach audiences throughout the world. Kurosawa's films are readily accessible and understandable to Western film audiences. (JK)

ED 292 144 CS 506 059
Zaremba, Alan
Of Escape Goats and Communication Training.
Pub Date—[87]
Note—11p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Educational Change, Interpersonal Communication, *Language Arts, *Language Usage, Secondary Education, Speech Communication, Speech Instruction, Standard Spoken Usage, *Verbal Communication
Identifiers—Communication Accuracy
As a result of the neglect of verbal training in the public schools, students, community members, and even some teachers are using words capriciously and often incorrectly. If this trend continues, words will cease to have precise meanings, and thus cease to be conveyors of thought, expression, and philosophies. It is up to educators to reverse this trend and redouble their energies in the area of verbal training. The back to basics movement (teaching vocabulary, for example) is a good beginning, but it does not go far enough; communication skills ought to be a priority in school systems and ought to be taught in a systematic way, so that the need for offering remedial English courses in college and in business organizations would diminish. (ARH)

ED 292 145 CS 506 061
Awa, Njoku E.
Taking Indigenous Knowledge Seriously in Rural Development Programs.
Pub Date—Nov 87
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Cultural Context, Cultural Influences, *Developing Nations, Economic Development, *Ethnocentrism, *Intercultural Communication, *International Programs, International Relations, Modernization, *Rural Development, Social Change, *Social Cognition, Social Differences, Social Values, Sociocultural Patterns, World Problems
Identifiers—*Cultural Hegemony, Humanistic Psychology, Third World
Arguing that consultative and authoritative frameworks for rural development programs allow those in a superior position to define development priorities and to determine when and to what extent those in subordinate positions can participate, this paper outlines the need for participative-group management of such projects. The paper notes that development planning based on exogenous knowledge alone is necessarily nonparticipative, and argues that both exogenous and indigenous knowledge and information relating to the issue to be decided must be shared. The paper suggests that Third World development projects fail because they are, paternalistically, based almost exclusively on ethnocentric Western theories, and on Western economic rationality, which is far removed from the logic that governs economic operations in low-technology nations. The paper proposes that both parties in the development enterprise need to assimilate the logic underlying both the indigenous and the exogenous knowledge systems. After citing examples in which the failure to incorporate indigenous world views into the design of third world development interventions produced misunderstanding and alienation for the local people and inhibited participation in follow-up projects, the paper observes that changes in the old ways of doing things can only have lasting and satisfying results if they come from within the culture itself. The paper concludes that as Western development agencies embrace local knowledge, lo-

cal peoples can cease being clients and become partners. (Twenty-four references are attached.) (JG)

ED 292 146 CS 506 062
Gilder, Eric
Towards a Critical Paradigm for Change: Habermas' "Ideal Speech Situation" as a Meta-Model of Development Communication.
Pub Date—Nov 87
Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8 1987).
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Capitalism, Communication Research, Cultural Context, *Developing Nations, Ethnology, *Human Relations, Marxian Analysis, Political Science, Psychiatry, Research, Self Actualization, *Social Change, Social Psychology, Sociocultural Patterns, Sociolinguistics, *Speech Communication, *Theory Practice Relationship
Identifiers—Critical Theory, *Development Communication, *Habermas (Jurgen), Metatheory, Theoretical Analysis, Third World
The German sociologist and communication theorist Jurgen Habermas' theory of communication as it applies to the problems of developing nations takes into account both the structural factors that hinder indigenous development as well as the individual psychology of the citizens of the less-developed countries (LDC). This paper details the application of that theory. Following the introduction which discusses various models that have attempted to both explain and predict the process of "progress" in the less-developed countries since the late 1950s, the paper presents the first component of Habermas' model, critical theory, which attempts to combine the transcendental spiritualism of Kant and Hegel and the materialism of Marxism. Next the paper examines Habermas' position that psychoanalysis is the avenue by which individual persons and the society methodologically achieve "self-reflection," a prerequisite for the emancipation of individuals from unnecessary domination. The paper then discusses Habermas' theory of communicative competence which has two parts: (1) universal pragmatics, and (2) ideal speech situation. The paper closes with a discussion of the specific area of communication rights where Habermas' thought has been paralleled most closely, and a critique which suggests a major weakness of Habermas' theory of communication and governance; that is, his assumption that all people at all times are able to offer and accept only rationally argued, bias-free claims. (Twenty-four references are attached.) (NH)

ED 292 147 CS 506 063
Leeman, Richard W.
Taking Perspectives: Teaching Critical Thinking in the Argumentation Course.
Pub Date—Nov 87
Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Structures, *Critical Thinking, *Debate, Decision Making, Heuristics, Higher Education, Learning Processes, *Perspective Taking, *Persuasive Discourse, Problem Solving, Skill Development, Teaching Methods
Identifiers—Debate Theory, *Thinking Skills, *Toulmins Model
Argumentation courses, which emphasize the theories of argumentation, and debate courses, which teach competitive debate, can effectively teach critical thinking, training students to see situations from a variety of perspectives and then to evaluate those perspectives for their relative merit. William G. Perry maps out nine stages by which college students move from uncritical acceptance of "Authority" to being independent critical thinkers. Debate lends itself to the development of stages One through Six, whereby students move closer to apprehending knowledge as relative and truth as subjective through the processes of defending opposite viewpoints and researching controversial topics. Argumentation is best suited for stages Six through Nine, as it examines how the student's point of view can best be supported through logic, reasoning, and evidence. For this purpose, Stephen Toulmin's Model of Argumentation provides a method for revealing the interrelatedness of arguments and suggesting the extensive reach of argumentation into students' decision-making lives. Fallacies of reasoning and tests of evidence provide two practical ways for exploring that decision-making process. (An outline of Perry's nine positions of development, and a diagram of Toulmin's Model of Argumentation are appended.) (MM)

ED 292 148 CS 506 064
Thompson, Robert J. Burns, Gary
Nuclear Threats and Nuclear Families: The Theme of Safety in Family Sitcoms.
Pub Date—Nov 87
Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, Family Life, Family Role, Modern History, *Nuclear Family, *Nuclear Warfare, Popular Culture, *Television, Television Research, World Problems
Identifiers—Television Criticism, *Television Role
The image of the family as a secure refuge against a threatening outside world has persisted in the television sitcom since its inception in the early 1950s. Although some television programs have dealt with major problems directly, most, including the sitcom, have completely ignored them. Harnessing hysteria over the possibility of a nuclear attack, early sitcoms made a politically charged point about the status and importance of the nuclear family. During the Cuban Missile Crisis, for example, "Leave It to Beaver" confirmed the sanctity and security of the borders of the nuclear family and its household–any trouble was always generated by someone on the outside. The placing of the symbolic locus of safety in the nuclear family has occurred at the expense of other social movements in the United States; anything short of a traditional family is often portrayed as dangerous. The hardships that come to two-career couples, women over the age of 35 who want to give birth, and couples who send their children to daycare are emphasized in "Trapper John, M.D." and "St. Elsewhere." These negative images of nontraditional approaches to family are buttressed by the positive images of the old-fashioned way of doing things, as presented in "The Cosby Show." Although recently there are some exceptions, such as "The Young Ones," which reverses the customary roles of "inside" and "outside," in general even the seemingly innovative sitcoms are a return to the stable, safely defined parameters of the genre. (Twelve footnotes are appended.) (ARH)

ED 292 149 CS 506 066
Cook, Jeanmarie
A Review of the Existing Literature on the Alcoholic Family and Children of Alcoholics. Student Debut Paper.
Pub Date—Nov 87
Note—38p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcoholism, Communication Research, Drinking, *Family Environment, Family Influence, *Family Problems, Family Role, Interpersonal Communication, *Parent Child Relationship, Parent Influence
Identifiers—*Alcohol Abuse, Communication Styles, *Family Communication Pattern
Noting that little is known about how communication functions in alcoholic families, and about the effects of this alcoholic home environment on children of alcoholics, their communication patterns, and their relationships, this paper identifies strengths and weaknesses in existing literature on the alcoholic family and children of alcoholics. In addition, the paper points out a number of pertinent issues worthy of research in the field of communication. By reviewing research focusing on family climate, dynamics, communication patterns, role conflict and inconsistency, cohesion, conflict and abuse, attitudes, family rituals, characteristics of children of alcoholics, role models, emotional and psychological disorders in children of alcoholics, defense mechanisms, relationships, performance in school, and qualities of resilient children of alcoholics, the paper concludes that children of alcoholics are different in many ways from children of nonalcoholics. A list of 14 characteristics of alcoholic families and adult children of alcoholics summarizes what the existing literature claims. (Three pages of references are appended.) (JK)

ED 292 150 CS 506 067
Drucker, Susan J. Hunold, Janice Platt
Rape Trial Coverage on Trial: The Myth, the Reality, the Result.
Pub Date—Nov 87
Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiences, *Court Litigation, Criminal Law, *Mass Media Effects, Media Research, News Reporting, Photographic Equipment, Publicity, Public Opinion, *Rape, State Courts, *Television, *Victims of Crime
Identifiers—Camera Angles, Criminal Prosecution, Massachusetts (New Bedford), Objectivity, Sex Exploitation, *Televised Proceedings, Television Criticism, *Television Role
Coverage of the New Bedford Massachusetts "Big Dan's Tavern Rape Trial" by Cable News Network (CNN) television cameras was ostensibly for educational purposes, to examine how rape victims are treated in court and how the judicial process works in general. However, the sensational nature of the trial strongly suggests that it was televised only to increase ratings. While the camera angles and pacing of the trial were largely dissimilar to soap operas or other daytime programs, the content of the trial approximated soap opera. Moreover, the educational value of the trial coverage was compromised because the victim's name and face were never shown, while the defendants', the judge's, and the lawyers' faces were often captured in close-ups, leading television audiences to be distanced from and unsympathetic to the victim, and more sympathetic to the defendants. The current process for selecting trials that will receive television coverage will likely produce more televised sensational sex-crime trials. It is therefore important that judges, attorneys, and victims understand how broadcasting such trials affects their outcome and public perception, rather than believing the myths of the televised trial. (Two pages of notes, examples of types of camera shots, results of trial shot size evaluations, and three pages of references are included.) (JC)

ED 292 151 CS 506 068
Wizner, Angela M.
Responses to Indirect Requests in an Organizational Setting.
Pub Date—Feb 83
Note—24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 11-15, 1983).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, Discourse Analysis, Interpersonal Communication, *Organizational Communication, Role Perception, *Speech Acts, Speech Communication
Identifiers—Communication Behavior, Imperatives (Grammar), *Indirect Speech, Indirect Suggestion, Negative Affect, Request Procedure, Requests, *Superior Subordinate Relationship
A study analyzed responses to indirect imperatives in a large doctor's office, looking specifically at superior-subordinate relationships in an organizational setting in order to see if there are different responses to indirect and direct imperatives, and what those differences involve. Twenty hours of interaction were audiotaped and observed between 11 superiors and subordinates in the following roles (ranked from highest to lowest): two doctors, one administrative manager, four medical transcribers, two radiologists, and two file clerks. Immediately following all possible sequences, subjects were asked how they felt about the interaction, the persons involved, and "their work." These responses were analyzed based on certain communication rules, including: (1) language as action; (2) felicity conditions, or contextual parameters needed for a ritualized speech act to be successful; (3) indirect speech acts, such as irony, metaphors, insinuations, and indirect imperatives; and (4) organizational messages. Results showed that a high number of indirect imperatives (24 out of 29 requests) were used, most of which received immediate compliance. Noncompliance with an indirect imperative

was usually caused by the lack of a preparatory felicity condition, i.e., before a request can be made, the receiver of the request must be responsible for the action and the sender should have the right to make the request. (A table of responses involving the felicity condition reason and three pages of references are appended.) (MM)

ED 292 152 CS 506 069
Johnson, John R.
The Communication Training Needs of Practicing Engineers.
Pub Date—Nov 87
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, *Communication Skills, *Engineers, *Job Skills, Listening Skills, Nonverbal Communication, On the Job Training, Speech Skills, *Training Methods
A study was conducted to assess engineers' perceived levels of communication effectiveness, the degree and type of their communication training, and their perceived need for and willingness to receive additional communication training. Questionnaires were mailed to 400 members of the Institute of Electrical and Electronic Engineers. Analyses of the 209 returned instruments revealed that engineers viewed themselves as moderately effective in using most job related communication skills–with the exception of nonverbal, employment interviewing, and performance appraisal interviewing techniques. The majority of respondents had received training in most communication skills, except for listening and nonverbal communication. The two most prominent sources for this training were company-based programs and on-the-job training. Results also showed that engineers believed that a variety of communication skills, including presentational speaking, listening, persuasive speaking, group problem solving, leadership, and technical report writing were important to their job performance. Most also thought that they needed additional training in these skills and were willing to receive such training, preferably through company-based programs. (FL)

ED 292 153 CS 506 070
Burns, Gary
The Bosstown Sound.
Pub Date—Mar 88
Note—39p.; Paper presented at the Annual Meeting of the American Culture Association (10th, New Orleans, LA, March 23-26, 1988).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bands (Music), Content Analysis, Discographies, *Music, Musicians, *Popular Culture
Identifiers—Media History, Music Ensembles, *Rock and Roll, *Rock Music
Based on the argument that (contrary to critical opinion) the musicians in the various bands associated with Bosstown Sound were indeed talented, cohesive individuals and that the bands' lack of renown was partially a result of ill-treatment by record companies and the press, this paper traces the development of the Bosstown Sound from its beginnings in the nightclubs of Boston in 1967 to its end in 1969. In addition, the paper provides complete discographies, including critical commentary, of records produced by bands associated with the Bosstown Sound. The bands of the Bosstown Sound include: The Apple Pie Motherhood Band, The Bagatelle, The Beacon Street Union, Bo Grumpus, Eagle, Earth Opera, Eden's Children, Sure Looks Real, The Ill Wind, Jolliver Arkansaw, Orpheus, Phluph, Puff, and Ultimate Spinach. (Thirty-three references are attached.) (ARH)

ED 292 154 CS 506 072
McNamee, Sheila Fruggeri, Laura
The Complexity Of Interactive Change: A Study of Organizational Burnout.
Pub Date—87
Note—38p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Burnout, Comparative Analysis, Emotional Response, *Epistemology, Foreign Countries, Group Behavior, *Group Dynamics, Institutional Research, Interpersonal Communication, Organizational Climate, *Organizational Communication, Psychological Patterns, *Research Methodology, *Social Services, Stress Variables
Identifiers—*Communication Patterns, Italy, Maslach Burnout Inventory, Organizational Culture, Social Services Teams
A study examined the phenomenon of burnout in social service agencies, approaching burnout as a symptom of organizational communication patterns rather than a characteristic inherent in or developed within a particular individual. Sixteen working teams (defined as three or more people in a person-oriented service, who are perceived as a team by their common function within the organization or by their institutional role) participated in the study–eight teams from northern Italy, and eight teams from the northeastern United States. Systemic interviews were conducted, and each team member completed the Maslach Burnout Inventory (MBI). The alternative research method used for this study of social systems integrated two systemic models of interaction–the Milan model, and Pearce and Cronen's communication theory. The content of the interview questions focused on the various relationships and hierarchical levels within the social service organization, and team responses were required. The study analyzed individual episode questionnaires, and then made an intersystemic comparative analysis of the teams in an attempt to recognize connecting patterns of logic. The application of this method shifted the study of social change (via the study of burnout) from an individually oriented focus to a focus on interactive patterns (i.e. what people do together). (Twenty-five references are appended.) (MM)

ED 292 155 CS 506 073
McNamee, Sheila
Breaking the Patriarchal Vision of Social Science: Lessons from a Family Therapy Mod
Pub Date—87
Note—39p.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Epistemology, Family Counseling, Feminism, Group Therapy, *Models, Psychological Studies, *Research Methodology, *Social Science Research, Social Scientists, Theories, Therapists
Identifiers—Feminist Criticism, *Feminist Scholarship, *Objective Analysis, Objectivity
The Milan model of systemic family therapy, developed in Italy and based on G. Bateson's cybernetic epistemology, can help meet the goals of a feminist/systemic epistemology in research by accepting data in its "traditional" form yet also connecting it to the act of researching, itself, thereby merging a feminist perspective with the domain of social scientific research. The systemic ideas of hypothesizing, circularity, and neutrality can serve as useful guides for researchers as well as clinicians. Employing these principles in research on communication means continuing an awareness of the researcher's role in choosing the methods and analytical techniques used, and this awareness alters the interpretations of social scientific work. The goal of systemic therapy is to facilitate change in dysfunctional family systems. By asking questions about various observed or perceived connections between behavior and influences on behavior, a researcher is able to facilitate a change in the way people think about these connections. The use of the Milan systemic ideas helps to celebrate the goals of feminist scholarship and reorient research. This reorientation means rejecting the male tradition of positivistic science which necessarily includes a frame of objectivity where the male norm becomes the observer's perspective. (Footnotes and 37 references are appended.) (MM)

ED 292 156 CS 506 074
Cromwell, Virginia P.
A Review of Marketing's Efforts To Delineate and Empirically Verify Consumers' Pre and Post Decision-Making Processes.
Pub Date—Aug 86
Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consumer Economics, *Decision Making, *Management Information Systems, *Marketing, *Merchandise Information, Merchants, Persuasive Discourse
Identifiers—Consumer Evaluation, *Consumer Information, *Market Research, Persuasive Strategies
One of the central themes in marketing's consumer research has been that of isolating various desired product attributes that determine consumer purchasing patterns. The best way to identify determinant attributes, however, has become the subject of a controversy that has yet to be resolved. Overall, marketing researchers have generally embraced the multi-attribute nature of consumer decision bases, and have approached both the consumer decision process and satisfaction or dissatisfaction with a product or service from an attitudinal perspective. Thus far, however, results of empirical studies have proven disappointing and inconsistent. One reason marketing studies have not proven more fruitful is that a large number of studies have been based on social models developed by and for social psychology and provide little guidance for marketing studies. In the absence of agreed-upon theory, investigations frequently differ in model conceptualization, semantics, measurement and analysis methods, criteria, and conclusions. Another difficulty is the lack of agreement concerning precisely what is meant by consumer satisfaction. This absence of uniformity in definition, plus the lack of empirically verifiable approaches to investigation, make it clear that, although some effective research has been conducted, continued research is necessary. (Seventy-three references are attached.) (NH)

ED 292 157 CS 506 075
Johnson, John R. Kusmierek, Lori A.
Evaluation Research Practices among Human Resource Training Consultants.
Pub Date—Nov 87
Note—34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Smudged print may affect legibility.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Skills, Corporate Education, Instructional Effectiveness, Professional Continuing Education, Program Effectiveness, *Program Evaluation
Identifiers—Human Resources Professionals
A study examined the frequency and type of evaluation research methods used by human resource training consultants. A random sample of 106 human resource (HR) training consultants were surveyed and asked to respond to a series of questions concerning the evaluation practices they used in planning, implementing, and assessing communication training programs. Findings suggest that: (1) HR consultants, for the most part, did not conduct needs analyses while planning communication training programs; (2) the majority of HR consultants did collect data on trainees' attitudes toward communication training programs; (3) the majority of HR consultants did not measure changes in cognitive, affective and psychomotor behaviors or job performance that may occur as a result of participation in communication training programs; (4) experimental and quasi-experimental designs were used by only a very small percentage of HR consultants; and (5) cost benefit analyses were seldom used to assess the economic effects of communication training programs. In sum, these findings suggest that the use of systematic and controlled evaluation research presently is not being undertaken by HR consultants when they carry out communication training programs. (Author/ARH)

ED 292 158 CS 506 077
Larson, Charles U.
Breaking through the Advertising Clutter: A Qualitative Analysis of Broken Stereotypes in Print and Television Advertisements.
Pub Date—Apr 88
Note—35p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumberg, IL, April 16-18, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Advertising, Audience Participation, Commercial Art, Communication Research,

Expectation, Mass Media Effects, Periodicals, Persuasive Discourse, Propaganda, Salesmanship, *Television Commercials, Television Viewing
Identifiers—*Advertisements, Advertising Effectiveness, Audience Response, Print Media
As a result of the overwhelming amount of print and electronic advertisements which compete for consumer attention, advertisers must find effective methods to get through the ad clutter and capture their audience's interest. Several tactics can accomplish this strategy, including the tactic of breaking or reversing audience expectations or stereotypes of electronic advertising. Nine specific approaches employ this tactic: 1) "black or white or is it color?" where some portion of a black and white ad is revealed in color; 2) imitation or parody; 3) the familiar face or aggravating person in a new role; 4) animation, watercolormation, and claymation; 5) "Australia plus special effects"; employing "Crocodile Dundee" look-alikes; 6) self-reflexive television and playing with the audience, where actors step out of character to converse with the camera/audience; 7) the inside story and fear appeals, in which the audience "eavesdrops" on corporate meetings; 8) slow motion, no sound, or mostly music; and 9) "surprise! and testimonials;" which hooks the audience through some attention-getting device, and then surprises them by revealing a secret. Similar techniques used in print advertising include 1) "black and white or is it color" and "scratched sepia"; 2) audience interaction gimmicks; 3) the familiar or aggravating figure testimonial; 4) three-dimensional "pop-outs", and 5) multi-mediated print. (Lists of ads that represent stereotype breaking in television spots and techniques for breaking stereotypes in print ads are appended.) (MM)

ED 292 159 CS 506 078
Post, Jory Friedman, Alan
Communication for a Livable World: A Curriculum for Grades 4-8.
Report No.—ISBN-0-941816-51-6
Pub Date—88
Note—149p.
Available from—Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Communication Skills, *Curriculum Guides, Intermediate Grades, Junior High Schools, *Lesson Plans, Nonverbal Communication, Student Centered Curriculum, Teaching Methods, Verbal Communication
Identifiers—*Communication Strategies, Historical Background
The ideas and activities in this curriculum guide seek to develop students' communication skills through participation in real world activities as opposed to classroom simulation. The lessons were pilot tested on a fifth and sixth grade class, but can be adapted for use in grades four through eight. Following an introductory section, the course of study outlined in the guide is divided into four main areas of focus: history of communication, methods of communication, communication skills, and projects. The first part, on the history of communication, is comprised of nine lessons offering students a historical perspective on the development of communication, from cave painting to satellites. The second part, methods of communication, introduces the four main categories of communication–verbal, written, visual, and nonverbal–with three lessons presented for each area. The communication skills section concentrates on the three main skill areas, providing three lessons for presentation, writing, and critical thinking. Finally, the guide outlines six long-range projects, each of which requires advanced planning and will work best using small cooperative groups. All lesson plans list goals, objectives, materials needed, time required, a procedural outline, evaluation methods, and suggestions for follow-up or extension. A 33-item bibliography is provided. (MM)

ED 292 160 CS 506 079
Bacheler, Virginia
Free To Choose: The Televising of Local Election Debates.
Pub Date—[87]
Note—11p.; For a related document, see CS 506 080.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Broadcast Television, *Debate, Freedom of Speech, Journalism, News Media, *Political Candidates, Programing (Broadcast)
Identifiers—Federal Communications Commission, *Local Media, Local News, Public Interest, *Television Access, Television News, Television Role
In 1983 the Federal Communications Commission began allowing television and radio stations to stage their own political debates between candidates of their own choosing, but few broadcasters have been taking full advantage of the rule. Section 315 of The Communications Act requires that if a station grants use of the broadcasting station to a legally qualified candidate, then all other qualified candidates for that office shall have equal access. It appears that qualified, minor party candidates no longer have equal access to airwaves, and interviews conducted with television news managements at five western New York commercial television stations confirm this fact. All news personnel agreed that they chose the most hotly contested race of that particular season for a debate, and that if a minor party candidate did not pose much of a threat to an incumbent, that race was not considered for coverage in a debate format. Selection of a particular race for a debate was based on what kind of television would result, while at the same time serving broad public interest. Minor party candidates were covered by all of the stations interviewed only within the forum of the daily newscasts. The choice of having only major party candidates in a televised debate is not solely based on public interest–production value, convenience of format, and minimizing revenue losses are other considerations. (Twelve footnotes are appended.) (MM)

ED 292 161 CS 506 080
Bacheler, Virginia
Local Televised Debates: Style versus Content.
Pub Date—[87]
Note—15p.; For a related document, see CS 506 079.
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Broadcast Television, *Debate, Elections, Journalism, News Media, Political Candidates, Programing (Broadcast), Television Research
Identifiers—Audience Awareness, *Local Media, Local News, Public Interest, Television Access, *Television News, Television Role
In preparing election debate offerings for the public, the news departments of six local television stations in New York State–the ABC, NBC, and CBS affiliates in Syracuse, the CBS and ABC affiliates in Buffalo, and the ABC affiliate in Rochester–were often more concerned with format decisions, hinging on "what will fit" within a prescribed length of time, rather than in determining the content and budgeting for the appropriate length of time needed to present that content. Most stations preferred live debate, the selection of the panel of questions varied, and all stations except one presented 60-minute programs with live audiences. Some stations included third party sponsorships, such as the League of Women Voters, and usually limited local election debates to those races which generated significant local interest, such as hotly contested races, or serious challenges to an incumbent. Minor party candidates were rarely included in the debates, unless they appeared to have a chance of winning. The debate schedules of 1987 for these stations were similar to the schedules of 1986, paying heed to the need to get out information to the public while at the same time recognizing the "glitz factor" in producing an interesting product. (Seven footnotes are appended.) (MM)

ED 292 162 CS 506 082
Thorpe, Judie Mosier
The Responsible Media Communicator: Guidelines for Consulting in the Information Age.
Pub Date—Apr 88
Note—17p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumberg, IL, April 6-8, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Codes of Ethics, *Consultants, Corporate Education, Inplant Programs, Institutions, Mass Media, *Media Specialists, Organizational Communication
Identifiers—*Consultant Role
As more and more organizations are utilizing media such as videotape, electronic mail, computer-based training, and video-conferencing, the role of the media professional becomes more crucial. The responsible media communicator must be cognizant of the ethical concerns of the consultant and adapt these to the special needs of the client and the technology used. Since research has shown that in the past media consultants have sometimes been involved in unethical practices, a set of guidelines for media professionals would be a timely contribution to the emerging field. It has been proposed that responsible media consultants: (1) will not oversell their expertise; (2) will detail their activities for the organization in contract form; (3) preserve client confidentiality; and (4) ensure the safety of the organization's information. In addition, as Gerald Goldhaber points out in "Organizational Communication," a consultant who is providing training should: (5) treat trainees with dignity; (6) provide opportunities for self-actualization for trainees; (7) encourage critical thinking; (8) devote explicit attention to ethical problems; (9) show concern for long-term development of trainees' careers; and (10) if a university faculty member, the trainer should take care that consulting does not jeopardize either an employer or client. (Forty-four references are attached.) (ARH)

ED 292 163 CS 506 083
Oyles, Robert M.
Media-Cultivated Perceptions of Criminal Victimization.
Pub Date—Apr 88
Note—26p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Anxiety, Audience Analysis, Crime, *Fear, *Mass Media Effects, Negative Attitudes, Programing (Broadcast), Television, Television Research, Television Surveys, *Television Viewing, Violence
Identifiers—Audience Response, Gerbner Study, Media Analysis, Media Experience, Perceived Environment, *Perceived Reality, Television Role, *Victimization
Many television viewers construct their social reality from media content as well as from sensory and interpersonally communicated information. One aspect of this media-influenced social reality is television viewers' estimates of crime in society, or their fear of criminal victimization. Several media-effects studies have demonstrated the cultivation of perceptions of criminal victimization. Gerbner's cultivation hypothesis states that television content, unlike print and film media, is stereotypical and incongruent with the observable world. For Gerbner, the discrepancy between television content and "real world" content results in two separate realities, and the reality which guides an individual's orientation to the world depends on the amount of television viewed. Individuals who repeatedly see characters like themselves depicted as victims in violent encounters are said to be more apprehensive about their chances of becoming victims. Two of Gerbner's reformulations of the cultivation hypothesis–mainstreaming and resonance–investigate contributory conditions in which cultivation effects are likely to occur. Other studies of the cultivation effect consider the aspects of age, total viewing time versus the amount of violence viewed, the relationship between television viewing and anxiety, and the conceptual difference between fear of victimization and the probability of being victimized. (Seventy-one references are appended.) (MM)

ED 292 164 CS 506 084
Dudczak, Craig A.
Argument of the Excluded Middle: The Jackson-Falwell Apartheid Debate.
Pub Date—Apr 88
Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Broadcast Television, Clergy, *Debate, Ethnic Relations, Foreign Countries, *Persuasive Discourse, Programing (Broadcast), Racial Bias, Racial Discrimination, Racial Relations, *Racial Segregation
Identifiers—*Apartheid, Debate Strategies, Falwell (Jerry), Jackson (Jesse), *South Africa

Since South Africa declared the first "State of Emergency" in July 1985, the issue of South African apartheid has sparked direct and sustained debates between Jerry Falwell and Jesse Jackson at Lynchburg, Virginia, as well as on ABC's "Nightline." On "Nightline," while Falwell's position on disinvestment (after a visit to South Africa) centered on "argument from circumstance," Jackson focused on "argument from definition." However, neither Rev. Falwell nor Rev. Jackson represented the realistic policy alternatives which might have found some emergent political consensus. In fact, the position Rev. Falwell advocated created a paradox for him (for he began his remarks with the statement that morally wrong), and in addition, those whose impression of Falwell was contaminated by his association with the Moral Majority were unlikely to be converted to his position because of who he is. As for Jackson, his departure from his initially stated reliance on argument from definition (i.e., principle) to argument from circumstance (i.e., expediency) during the course of the debate signals both a substantive as well as symbolic shift. Although the selection of controversial personalities and issues clearly enhances viewership even for "Nightline," in the debate on South African apartheid, neither of the positions advocated by Falwell or Jackson represented the middle range of alternatives actively considered by the Reagan administration or by the Democratic Party. (Sixteen references and ten footnotes are attached.) (JK)

ED 292 165 CS 506 086
Payne, J. Gregory And Others
Regional Analysis of the Coverage of Reverend Jesse Jackson: The Confirmation of the Candidate.
Pub Date—Nov 85
Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Association (Denver, CO, November 7-10, 1985).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Newspapers, *News Reporting, Persuasive Discourse, *Political Candidates, *Presidential Campaigns (United States), *Press Opinion
Identifiers—Chicago Tribune, *Jackson (Jesse), Los Angeles Times, New York Times, Political Communication, Press Criticism, Washington Post

A study examined the coverage of the 1984 Jesse Jackson presidential campaign in the "New York Times," "Washington Post," "Chicago Tribune," and "Los Angeles Times," noting (1) the number of stories that mention Jackson; (2) the total column inches devoted to the stories mentioning Jackson; (3) subject matter of the story; (4) degree of bias inherent in the story; and (5) mediated image as reflected by descriptive references to the candidate in the coverage. The period of examination was from November 3, 1983 to April 11, 1984. Results showed that the "Los Angeles Times" contained the most column inches of campaign coverage, and the "Washington Post" featured the most exclusive stories. In addition, analysis showed little difference in topics covered on the Jackson campaign among the various newspapers, and that all emphasized Jackson's problems with Jewish voters. With the exception of the "Tribune" (which displayed a negative bias), the tone of the Jackson coverage was judged to be generally fair and straightforward. The mediated image throughout the months reflected a gradual evolution in coverage from "black civil rights leader" to "Democratic candidate for president." It was also noted that the coverage of the campaign followed the "confirmation" paradigm of press coverage (going through the phases of announcement, definition, judgment, debunking, and conversion), and that Jackson's campaign was characterized by an intense debunking period. (A table of data is included and 12 end notes are attached.) (ARH)

ED 292 166 CS 506 090
Willmington, S. Clay
Oral Communication Assessment Procedures and Instrument Development in Higher Education: II.
Pub Date—Nov 87
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Commissioned by the Committee on Assessment and Testing of the Speech Communication Association. For a related document, see ED 236 721.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, *Comparative Analysis, *Curriculum Development, Evaluation Criteria, *Higher Education, School Surveys, *Speech Communication, Testing Programs
Identifiers—Speech Communication Association, *Speech Communication Education

In order to discover and evaluate the nature of large-scale, standardized assessment programs in colleges and universities in 1986, a survey followed up the Committee on Assessment and Testing (CAT)-sponsored study of 1982. A questionnaire was mailed to speech departments of more than 2,000 institutions, asking first whether the institution has (1) a standardized method for assessing communication skills outside of a required speech course; and (2) a required speech communication course that uses standardized procedures/instruments. In a second phase, 112 responses were received as the result of a direct mailing to directors of programs in the 1982 study and to institutions that indicated (in 1982) that they were developing a program. The 57 institutions who had a program were sent a questionnaire in which they were asked to report the details of their programs; 53 responded. Thirty-nine schools were included in both studies, and there were 14 new schools. In both studies, efforts were made to locate uniform testing programs. Results revealed four main purposes for uniform assessment of students' communication skills: course exemption (58%), placement/screening (34%), assessment within a class (19%), and teacher certification (13%). The most typical exemption test was a demonstration of competence in public speaking. The current study showed 10% more of the institutions using assessment procedures for either "exemption" or "placement/screening purposes" than the earlier study, and 30% of the institutions testing listening skills, as opposed to 18% in the earlier study. Findings suggest that respondents are still searching for "the" way to assess students' oral communication competence in valid and reliable ways. (Eight endnotes are included.) (JK)

EA

ED 292 167 EA 019 477
Iannaccone, Laurence
Political Legitimacy and the Administration of Education. ESA841 Theory and Practice in Educational Administration.
Deakin Univ., Victoria (Australia).
Report No.—ISBN-0-7300-0013-3
Pub Date—84
Note—105p.; Part of the "Theory and Practice in Educational Administration" course offered by the School of Education in Deakin University's Open Campus Program.
Available from—Deakin University Press, Deakin University, Geelong, Victoria 3217, Australia ($12.95).
Pub Type— Opinion Papers (120) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Role, *Educational Administration, Educational Objectives, *Educational Philosophy, Educational Sociology, Elementary Secondary Education, Foreign Countries, Foundations of Education, *Governance, Ideology, Political Issues, Political Socialization, *Politics of Education

This book is an attempt to bring a particular intellectual perspective to bear on the practical problems of administrating education–a perspective that eschews the purely technical, functionalist approach in favor of a critical and reflective consideration of educational practice in its political, social, and philosophical context. The first part of the book provides an overview of the issue of political legitimacy and the administration of education. Topics covered include the relationship between education and the state; the effect on the state of expanded conflicts in education; the relationship between privatized and public politics; critical election periods–a third level of politics; the effects of U.S. reform politics on education; the role of educational measurement; and the recent politicization of education. Following this discussion are four "readings" or essays by separate authors: "Emerging Conflicts in the Doctrines of Public Administration," by Herbert Kaufman; "Three Views of Change in Educational Politics," by Laurence Iannaccone; "Educational Governance: Contradictions and Tendencies," by Peter Cistone and Laurence Iannaccone; and "Education, Public Confidence, and the Legitimacy of the Modern State: Do We Have a Crisis?" by Hans N. Weiler. An 11-item annotated bibliography is included. (TE)

ED 292 168 EA 019 653
Smyre, Rick
The Gaston System: A Community Plans for the Future.
National School Boards Association, Alexandria, VA.
Pub Date—87
Note—5p.
Journal Cit—Updating School Board Policies; v18 n7 p1-3 Jul-Aug 1987
Pub Type— Reports - Evaluative (142) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Role, *Community Change, *Community Cooperation, Community Coordination, Community Development, *Community Involvement, *Community Planning, Community Responsibility, Community Support, Elementary Secondary Education, *Participative Decision Making, Problem Solving, *School Community Relationship
Identifiers—Gaston County School District NC, *North Carolina (Gaston County)

In response to pervasive problems of low income, anticipated loss of employment in the textile industry, high dropout rates, high crime rates, and poor relationships among municipalities, Gaston County, North Carolina, has developed an innovative set of processes for promoting cooperation and facilitating leadership techniques. The Gaston System consists of three key components: analyzing problems systematically, developing processes to increase citizen involvement in decisionmaking, and using innovative leadership techniques to facilitate these processes. The Gaston County School Board took the lead in drawing many groups and individuals together to build consensus for policy decisions. As a result of this participatory, consensus-building model for decisionmaking, a wide range of innovative ideas for school and community improvement have emerged, and a new positive community attitude is developing. Notable improvements in the last 7 years include reduction in school dropouts, innovative educational enrichment programs, a community forum to survey public opinion on essential issues, reduced unemployment and crime rates, and passage by 69 percent of the electorate of a $28 million bond for high technology solid waste disposal cogeneration plants. The process has also brought the educational, commercial, and municipal sectors of the community closer together in pursuing common goals. (TE)

ED 292 169 EA 019 654
Spillane, Robert R.
Arts Education Is Not a Frill!
National School Boards Association, Alexandria, VA.
Pub Date—Sep 87
Note—5p.
Journal Cit—Updating School Board Policies; v18 n8 p1-3 Sep 1987
Pub Type— Opinion Papers (120) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aesthetic Education, *Art Education, Cultural Education, Educational Needs, Educational Objectives, Elementary Secondary Education, *Fine Arts, *Humanistic Education, *Humanities Instruction, Language Arts, Literature Appreciation, Music Education, Relevance (Education), Theater Arts

The arts, rather than being just a "frill," are essential to a public school curriculum, because music, painting, poetry, dance, drama, architecture, and the other arts are media of human communication, conceptualization, and innovation. This argument is developed through affirmative responses to five questions: (1) Should education provide the opportunity for students to develop their artistic and creative potential? (2) Should education provide an opportunity for students to study and interpret the literature, drama, music, dance, and visual arts of today's and of previous civilizations? (3) Should education provide the opportunity for all students to learn varied means of expression and communica-

tion in order to reinterpret the human condition for future generations? (4) Does education have the responsibility for developing all of an individual's mental resources so that he or she may be a fully functioning human being? (5) Does education have the responsibility for developing literacy in all of the arts and providing intense preparation in at least one of the arts? It is concluded that the arts have a central role to play in the development of educated human beings. (TE)

ED 292 170 EA 019 689
Sirotnik, Kenneth A.
The School as the Center of Change. [Draft.]
Pub Date—Jul 87
Note—44p.; Paper presented at the Brackenridge Forum for the Enhancement of Teaching, Southwestern Bell Invitational Conference (San Antonio, TX, August 18-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Decentralization, *Educational Change, Educational History, *Educational Improvement, Educational Innovation, *Educational Philosophy, Elementary Secondary Education, Interprofessional Relationship, Participative Decision Making, *School Based Management, *School Organization, School Supervision, State School District Relationship
Although most attempts to effect school reform have been initiated from the top down, an alternative paradigm of educational reform has emerged: the idea that educators in schools must become empowered agents in their own school improvement processes. This paper explores this new paradigm, arguing that schools are both the objects and arenas of educational improvement. The argument is divided into three "strands": the epistemological strand, which examines past and present epistemological claims for how knowledge is both generated and acted upon; the organizational strand, suggesting that to understand the dynamics of school-based change, one must understand the structure and function of schools as organizations; and the experiential strand, which reviews the history of attempts to make fundamental changes in schools. These discussions lead to the conclusion that schools, to become centers of change, must become centers of critical and self-reflective inquiry into educational processes. Extensive notes are included. (TE)

ED 292 171 EA 019 734
Willower, Donald J.
Waller and Schools as Organizations: An Appreciation and Criticism.
Pub Date—Oct 87
Note—49p.; Paper presented at the University Council for Educational Administration Career Development Seminar (University Park, PA, October 16-17, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Case Studies, Educational Environment, *Educational Sociology, Elementary Secondary Education, Informal Organization, *Organizational Climate, Power Structure, School Community Relationship, *School Organization, Social Environment, Student School Relationship, Teacher Administrator Relationship, Teacher Role, Teacher Student Relationship
Identifiers—*Waller (Willard)
Sociologist Willard Waller, writing more than 50 years ago, framed many of the key ideas found in contemporary literature on school organization. This paper is both an appreciation and criticism of Waller's seminal case studies of social interaction in schools. The paper is divided into four sections. The first two explore Waller's thought and its implications for school life in intraorganizational terms, first with regard to internal relationships among participants, then in connection with school cultures. The third examines environmental influences while the fourth considers Waller's vision of what schools ought to be, his thoughts on implementation, and the connection between his recommendations and his analysis. (TE)

ED 292 172 EA 019 772
Donnelly, Margarita
At-Risk Students. ERIC Digest Series Number 21.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per each request).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Academic Standards, *Disadvantaged, Dropouts, Elementary Secondary Education, *High Risk Students, Program Descriptions, *Program Effectiveness, School Effectiveness, *School Holding Power, *Student Attrition, Withdrawal (Education)
Identifiers—ERIC Digests
Higher standards in public schools have made it necessary for educational reformers to identify at-risk students and to develop effective programs for preventing their failure. This pamphlet begins by delineating the characteristics of at-risk students and discussing evaluation instruments that are useful for identifying such students. Successful programs for helping at-risk students provide a broad range of special services to assist in raising these students' low self-esteem through frequent personal contact with a qualified, caring staff. During a period of federal cutbacks in education (11 percent between 1980 and 1987), there has been a 20 percent increase in the numbers of disadvantaged students. The educational reform movement's push for higher graduation standards is resulting in a record high dropout rate. (TE)

ED 292 173 EA 019 807
CASDA Annual School Law Conference. Proceedings (2nd, Latham, New York, July 16, 1987).
Capital Area School Development Association, Albany, NY.
Pub Date—Jul 87
Note—113p.
Available from—Publication Sales, Capital Area School Development Association, University at Albany, Husted Hall-211, 135 Western Avenue, Albany, NY 12222 ($8.00 with order).
Pub Type— Collected Works - Proceedings (021) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Constitutional Law, Court Litigation, Disabilities, Discipline, *Discipline Policy, Due Process, Elementary Secondary Education, Hearings, Home Schooling, Principals, Public Schools, Religious Factors, Religious Organizations, *School Law, *Student Rights, Suspension, *Teacher Rights, *Textbook Content
Identifiers—New York
The Capital Area School Development Association, New York, sponsored a school law conference to fulfill a need in the region for school board members and administrators who desire to maintain and improve their knowledge in the area of school law. This document contains the text or outline of the following four presentations: (1) "Preserving Diversity in Our Public Schools: Implications of the Alabama Textbook Case and the Tennessee Testbook Case" (Jay Worona); (2) "Law and Student Discipline" (Gunter Duly); (3) "Constitutional Rights of Teachers and Students" (Melvin H. Osterman, Jr); and (4) "Avoiding the Frustrations of the Education Law, Section 3020-a Process" (Jeffrey M. Selchick). (MLF)

ED 292 174 EA 019 808
Clark, David L. Astuto, Terry A.
The Significance and Permanence of Changes in Federal Educational Policy, 1980-1988. Occasional Paper.
Pub Date—Jan 86
Note—57p.
Pub Type— Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Policy, Elementary Secondary Education, *Federal Government, *Federal State Relationship, *Government School Relationship, *Policy Formation, Public Schools, School Choice
Identifiers—*Reagan Administration
A major redirection of federal educational policy has occurred in the past 5 years. The criteria presented in support of this argument encompass both substantive and procedural issues: the substantive content of the policy preferences in education being discussed and acted upon at federal, state, and local levels; and the procedural issues that deal with the role of governmental levels in policy development and administration. The following nine policy preferences are cited with specific supportive actions and emphases: (1) disestablishment of the Department of Education (a reduced federal role in education); (2) institutional competition (breaking the monopoly of the public school to stimulate excellent performance); (3) individual competition (recognizing excellence to stimulate excellence); (4) performance standards (increasing minimum standards for teachers and students); (5) focus on content (emphasis on basics to ensure performance in critical instructional areas); (6) parental choice (parental control over what, where, and how their children will learn); (7) character (strengthening traditional values in schools); (8) devolution (continued transfer of educational authority to state and local levels); and (9) redirection (replacement of policy emphases in the federal role prominent in prior administrations). (MLF)

ED 292 175 EA 019 813
Jefferson, Anne L.
Reflections on the Consequences of Public Support for Private Schools.
Pub Date—Sep 86
Note—12p.; Paper presented at the Joint Annual Meeting of the Australian College of Education and the Australia Council for Educational Administration (Adelaide, South Australia, August 31-September 6, 1986).
Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Enrollment Trends, Foreign Countries, Government School Relationship, *Private School Aid, *School Choice
Identifiers—*Australia, *Canada
Because contemporary society accepts inequalities in income and social privilege, its tolerance for the varied and divergent educational consumption of its citizens is understandable. However, the acceptance of a dual educational system by parents, local authorities, and governments has implications for government involvement and educational finance. Any shift of pupils from the public to the private school sector will generate fewer dollars per pupil for public education, with associated repercussions for staffing and programming. This paper examines the "riffling" effect within a publicly supported dual school system in Canada and in Australia in relation to (1) financial assistance; (2) enrollment shifts; (3) staffing patterns; and (4) programmatic considerations. Recently there has been a mounting provision of support to both public and private school sectors and an enrollment shift favoring private schools in both countries. Regarding staffing patterns, Canada has shown an increase in private school teacher employment and a decrease in public school teacher employment, while Australia's teaching population has steadily risen in both sectors, but with a sharper rate of increase in the private sector. Programmatic and ideological elements are linked to three factors (funding sources, funding stability, and established spending patterns) and raise many unresolved questions. The support of both public and private school systems from the diminishing pool of funds potentially moves both systems toward mere survival. The apparently healthy compromise between parental choice and government responsibility may further disperse available educational resources. Appended are 2 tables and 11 references. (MLH)

ED 292 176 EA 019 835
Bell, Colleen S.
"Complicating" Educational Administrators.
Pub Date—31 Oct 87
Note—18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, Elementary Secondary Education, *Field Experience Programs, Higher Education, *Interviews, Organizational Theories, *School Community Relationship
Identifiers—*Career Patterns, *Organizational Culture
Administrators desiring to lead organizations that

will adapt and survive in a complex environment like today's public schools need to develop what Karl Weick calls "complicated" understanding of "requisite variety." The law of requisite variety states that a diverse and complicated environment demands similar diversity from its inhabitants if they are to monitor it accurately enough to survive. Despite tendencies toward simplifying, homogenizing, and crudely registering consequential events to save time and streamline decision-making, arguments for developing complicated understanding are persuasive. When managers broaden their capacity for perceiving organizational events, the organization benefits from more effective problem-solving, greater understanding among subordinates and publics, and more productive use of dissent. This paper discusses instructional activities designed to develop complicated understanding of three central phenomena: (1) organizational careers; (2) organizational culture; and (3) bases of local school support. The first exercise required students to explore diverse career experiences through interviews with administrators in aspired-to positions. To explore organizational culture or school climate, students were asked to observe organizations of their choice, read related material, and discuss puzzles and inconsistencies involving what they had seen and heard. Students studied school politics by developing oral history interview questions to probe citizen attitudes toward public schools. Included are 21 references and 2 appendices containing guidelines for the interview and observation projects. (MLH)

ED 292 177 EA 019 855
Daresh, John C.
Principals' Perceptions of Collegial Support as a Component of Administrative Inservice.
Pub Date—Oct 82
Note—12p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15, 1982).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Elementary Education, Group Dynamics, *Inservice Education, Instructional Leadership, Interviews, Junior High Schools, Management Development, *Peer Influence, *Principals, Problem Solving, School Effectiveness
Identifiers—*Collegiality, *Principals Inservice Project
To address the problem of increasing professional isolation of building administrators, the Principals' Inservice Project helps establish principals' collegial support groups across the nation. The groups are typically composed of 6 to 10 principals who meet at least once each month over a 2-year period. One collegial support group of seven principals underwent onsite analysis to determine the extent of the collaborative arrangement. The review of the group included individual interviews with each principal and the facilitator and observations of group meetings. All principals indicated that the collegial support group allowed members to share common problems with other administrators and to use suggestions from the group to generate possible solutions. Newer principals viewed the group as a learning experience; experienced principals saw the collegial arrangement as a way to keep them focused on their present roles. The principals were unanimous in stating that they wanted structure in group meetings, though the facilitator felt that the group relied on him too much. The third issue explored dealt with the demonstrable results in the schools of principals participating in the project. All the principals agreed that their involvement with the project had already paid some dividends to their schools and district. (MLF)

ED 292 178 EA 019 856
Daresh, John C.
School Size, Grade Level Organization, and School Management Trends.
Pub Date—Feb 84
Note—14p.; Paper presented to the Oak Hills Local Schools Task Force (Cincinnati, OH, February 1984).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Educational Planning, *Educational Trends, Elementary Secondary Education, Instructional Leadership, *Instructional Program Divisions, Management Teams, *School Administration, *School Size
Identifiers—*Ohio (Cincinnati)
To help policymakers plan for higher quality education despite increased productivity demands and decreased financial support, this paper briefly reviews trends and issues related to three important areas: school size, grade level organization, and school management practices. Research has yet to discover the perfect school size. Arguments are presented for large schools' ability to provide instructional, extracurricular, and athletic diversity and for small schools' concentration on the basics and the individual student. Various grade level groupings are discussed: middle schools, elementary schools divided into primary (grades 1-3) and higher elementary (grades 4 and 5), and high schools divided into separated units for grades 9-10 and grades 11-12. The various groupings work best if all students remain together as they move from one building to another–to avoid disruption or massive readjustments every two or three years. High school students can be limited in course selections if the separated high school buildings are not on the same campus. Emerging school management trends are centered in two directions: (1) a shift toward instructional leadership responsibility of administrators and (2) an expectation of increased administrator accountability. Another promising development is schools' increasing reliance on shared decision-making by administrative management teams. Complex school issues will need hard work, not ready-made solutions. Included are 11 references. (MLH)

ED 292 179 EA 019 858
Daresh, John C. LaPlant, James C.
Field Relations in Educational Administration Training Programs.
Pub Date—Oct 85
Note—12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1985).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Certification, *College School Cooperation, Data Collection, *Field Experience Programs, Higher Education, *State Action
Identifiers—*Ohio
In response to ongoing needs for improved preservice field experiences for prospective administrators, more stringent state certification standards, and technical support for practitioners, mutually beneficial alliances are being formed between universities and local schools. This paper describes part of a continuing University Council for Educational Administration (UCEA) research project to collect and disseminate university field relations data. Specifically, this paper studies how universities interact with field practitioners in the design and conduct of administrator training programs. During the study's first phase, UCEA institutions in the United States and Canada were asked to provide descriptive information about field experiences, internships, and other learning activities associated with their administrator training programs. Thirty-five of the universities or 78% provided program descriptions. Findings showed that most field relations programs are (1) designed to meet external mandates or standards; (2) the responsibility of an adjunct or clinical instructor; (3) "add-on" features of universities' training programs; (4) presented as not totally satisfactory; and (5) remarkably similar as to structure and requirements. These findings have several implications. While states will expect future administrators to gain more field experience, frustration arises as to implementation approaches and inadequate conceptual or material support for these expectations. Another issue concerns the extent of universities' commitment to effective field-based programs. At present, these programs are not central features, but afterthoughts. Solid programs require enormous faculty commitment, legislative support, and true joint-sponsorship by universities and school districts. (MLH)

ED 292 180 EA 019 859
Daresh, John C.
Research Trends in Staff Development and Inservice Education.
Pub Date—Oct 85
Note—16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1985).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Inservice Education, *Inservice Teacher Education, *Literature Reviews, Meta Analysis, *Professional Development, *Research Methodology, Research Needs, Research Problems, *Staff Development
The status of recent research on staff development and inservice education for teachers, administrators, and other school personnel was reviewed in studies completed between 1977 and 1984. More than 400 articles from 23 professional journals and 507 doctoral dissertations were analyzed. For each study, the research design and procedures, purposes and objectives, and major findings were determined. Methodologically, the research is heavily based on descriptive surveys of the desired content and procedures for the delivery of staff development and inservice, as described by survey respondents. Most research is not theoretical and tends to make use of only one data-collection technique, the questionnaire. Substantively, as determined through responses to the descriptive surveys, the skills sought most frequently by professional educators are knowledge-level skills. A research agenda, based on gaps found in existing studies, suggests that future research should (1) engage in the synthesis of some of what is already known about the nature of effective training design; (2) carry out continuous review and modification of a theoretical conceptualization of effective staff development and inservice education; and (3) define what is the ultimate goal of any training and learning experience. (MLF)

ED 292 181 EA 019 864
Greer, James L. And Others
Who Gets Extra Staff? A Review of Government Funded Programs.
Chicago Panel on Public School Policy and Finance, IL.
Pub Date—May 86
Note—84p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Categorical Aid, *Educationally Disadvantaged, Elementary Secondary Education, *Equalization Aid, Government School Relationship, Needs Assessment, Program Administration, *Program Effectiveness, Program Validation, Public Schools, Resource Allocation, Special Programs, *Staff Utilization, *State Federal Aid, Statistical Distributions
Identifiers—*Chicago Public Schools IL
To review the effectiveness of federal and state government funded programs in the Chicago public school system, this study analyzed data collected during the 1983-84 and 1984-85 school years to determine whether the positions funded from these programs were located to meet the specific needs of students. Researchers collected data identifying the location of positions (by program). Information was additionally gathered from board of education documents and from individual school and district level sources on poverty, reading scores, students with limited English proficiency, and racial composition. An analysis yields the following findings: (1) the programs are located throughout the school system as expected; (2) enrichment positions are distributed according to low income, but not race; (3) bilingual positions are concentrated in schools with substantial numbers of students with limited English proficiency, not necessarily among Hispanic students; (4) early childhood positions are not as concentrated in poverty areas as expected; (5) locations of vocational education and special education positions are not related to either race or poverty; and (6) staffing has comparable levels of contact personnel in classrooms, but fewer teachers and more teaching aides are utilized. An appendix provides 26 pages of data interpretation. (CJH)

ED 292 182 EA 019 865
Meara, Hannah
Class Coverage in the Chicago Pulic Schools. A Study of Teacher Absences and Substitute Coverage.
Chicago Panel on Public School Policy and Finance, IL.
Pub Date—Jun 83
Note—69p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrative Organization, *Administrative Policy, Costs, *Educational Planning, Elementary Secondary Education, Finance

Reform, Research Methodology, *Substitute Teachers, *Teacher Attendance
Identifiers—*Chicago Public Schools IL
The Chicago Panel on Public School Finances undertook this study to look at the financial aspects of teacher absences and substitute coverage. The study sought to discover: (1) the facts about teachers' absences and coverage by substitutes; (2) the financial costs of current policy and practice in this area; (3) the effects of current teacher substitute policy and practice on local schools and students; and (4) efforts made to improve teachers' attendance, along with possible improvements. The panel collected and evaluated Chicago Board of Education documents and reports and talked with staff in central and district offices and in the schools. School data were analyzed regarding teacher absence and substitute teacher coverage. This report examines policies and procedures for administration of teachers' absences, and also the rate of teachers' absences and of substitute coverage. It points out problems in the degree and kind of substitute coverage obtained and recommends improvements. The overriding concern is how well the students are served by the Chicago Public Schools' practices regarding teachers' absences and substitute coverages and how cost effective these practices are. References and footnotes are included, and detailed descriptions of the methods and results of the study are appended. (TE)

ED 292 183 EA 019 866
Lauber, Diana And Others
1986-1987 Assessment of School Site Budgeting Practice of the Chicago Public Schools.
Chicago Panel on Public School Policy and Finance, IL.
Pub Date—87
Note—65p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, Boards of Education, *Budgets, *Citizen Participation, *Compliance (Legal), Educational Improvement, Elementary Secondary Education, *Hearings, Participative Decision Making, Public Schools, School Based Management, *School Budget Elections, School Community Relationship, *School Funds, State Legislation, Urban Schools
Identifiers—*Chicago Public Schools IL
The 1985 legislation (PA 84-126) creating Local School Improvement Councils (LSIC) and annual local school budget hearings laid the foundation for meaningful citizen involvement in the Chicago Public Schools. This legislation had two components: (1) annual school site budget hearings required in each school in which citizens, parents, and teachers vote on the proposed school budget for the following year; and (2) the creation of LSICs at each public school with specific rights and responsibilities over curriculum, personnel, and budget issues. The major finding of this second assessment is that the Chicago Board of Education has not adequately implemented either component of PA 84-126 and gives little indication that it has any intention of doing so in the future. The second budget hearings were a sham in 1986 and they were a sham in 1987. The administration continues to obstruct the LSICs' ability to function as intended by the legislation. The central recommendation of this assessment is that the Illinois Legislature must hold the board fully accountable to see that this legislation is implemented. Appendices constitute over half of the report and contain hearing results and survey forms. (MLF)

ED 292 184 EA 019 876
Sedlak, Michael Schlossman, Steven
Who Will Teach? Historical Perspectives on the Changing Appeal of Teaching as a Profession.
Rand Corp., Santa Monica, Calif.
Report No.—ISBN-0-8330-0771-8; RAND/R-3472-CSTP
Pub Date—Nov 86
Note—61p.
Available from—Publication Sales, The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational History, Educational Trends, Elementary Secondary Education, Feminism, Futures (of Society), Public Schools, Social Background, Social Class, Socioeconomic Status, *Standards, Tables (Data), Teacher Characteristics, Teacher Education, *Teacher Qualifications, *Teacher Salaries, Teacher Shortage, *Teaching (Occupation)
Identifiers—*Professionalism
This report examines, from a historical perspective, the desirability of teaching as a career. It focuses first on the reward structure in teaching, and second on the social origins and composition of the teaching force. The goals of the study are to lay out the rough chronological boundaries of several notable long-term trends and to isolate vital information and apparent major historical transition points to guide future case-study research. Section I introduces and provides an overview of key issues raised in the study. Section II examines the evolution of financial incentives for teachers, from approximately 1910 to the present, focusing particularly on the appeal of economic rewards to different constituencies. Section III analyzes changes in the social origins and composition of the teaching force, focusing on gender, social class, and academic preparation and qualifications. Finally, section IV selectively reviews recent developments and elaborates on some of their policy implications for raising professional standards and overcoming the developing teacher shortage. The report concludes that the women's movement appears to have opened up new prospects for the professionalization of teaching. Eight pages of references are appended. (MLF)

ED 292 185 EA 019 880
Storey, Vernon J.
Building Administrator Skill in a Learning Community.
Pub Date—Sep 87
Note—17p.; Paper presented at the Annual Meeting of the Australian Education Society (Perth, Australia, September 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, College School Cooperation, Elementary Secondary Education, Foreign Countries, *Inservice Education, Instructional Leadership, *Management Development, Models, Peer Groups, *Peer Influence, *Principals, School Districts, School Effectiveness, *Self Directed Groups
Identifiers—*British Columbia, *Collegiality
Inservice training for school administrators is often characterized as sporadic rather than sustained, as topical rather then developmental, and as externally planned rather than internally developed and controlled. There is little evidence to suggest that much of current inservice activity contributes to significant improvement in administrators' knowledge and skill. The present study involved the development and testing of a model for group and individual inservice learning within "a learning community" of administrators in one British Columbia school district. Responses from participants in the initial large-group activity indicated a high level of early satisfaction with the model. The second phase of research is monitoring the progress of small learning groups, formed during the initial learning activity to pursue commonly held learning interests, to determine the effectiveness of the model as perceived by group members and other school district personnel. The present paper reviews the context and background of the project, outlines the approach to and preliminary results of the study, and notes implications for practice in the field of principals' inservice training. (Author/MLF)

ED 292 186 EA 019 889
Rhodes, Donna C.
Operation Rescue: Reaching At-Risk Students through Teacher Initiatives.
Pub Date—Apr 87
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC April 20-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, Educational Cooperation, Elementary Secondary Education, Grants, *High Risk Students, Leadership, Participative Decision Making, Program Effectiveness, *School Based Management, *Teacher Student Relationship
Identifiers—*National Education Association, *Operation Rescue
The National Education Association's "Operation Rescue" employs a two-tiered approach to combating the dropout rate: the first approach is research and information sharing, the second is to facilitate direct action at the local level through a grants program to fund dropout prevention programs in the schools. In order to focus Operation Rescue for greatest effectiveness, dropout prevention programs in operation were surveyed and classified, and information exchanges were held in four cities, with over 300 participants, including representatives from 15 national organizations. Resulting from the information exchanges is a publication, "A Blueprint for Success," that sets forth principles that bring into focus issues, attitudes, and concerns essential for planning and implementing a successful dropout prevention program. Sixteen grants totaling approximately $450,000 have been awarded to teachers across the country. All the programs are designed on the local level, have strong educational components, and build collaborative networks with other service agencies. (MLF)

ED 292 187 EA 019 899
Thomas, Stephen B., Ed.
The Yearbook of School Law, 1987.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—87
Note—306p.; For related documents, see EA 019 900-907. For 1986 yearbook, see ED 279 068.
Available from—Publication Sales, NOLPE, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka KS 66614 ($31.95, plus $2.00 postage and handling on each prepaid order; quantity discounts).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Athletics, Civil Liberties, Civil Rights, Compliance (Legal), *Court Litigation, Disabilities, Due Process, Educational Facilities, Educational Finance, Elementary Secondary Education, Employer Employee Relationship, Federal Courts, Governance, Higher Education, Labor Relations, *Legal Responsibility, Politics of Education, *School Law, State Courts, Student Rights, Teacher Rights, Torts
This volume summarizes and analyzes judicial decisions affecting educational policy and management that were handed down in 1986 by state appellate courts and federal courts. The book is divided into the following eight topical chapters, each written by one or more experts in education law: (1) "Employees" by Gail Paulus Sorenson; (2) "Bargaining" by Margaret D. Smith and Perry A. Zirkel; (3) "Pupils" by Henry S. Lufler, Jr.; (4) "Handicapped" by Nelda H. Cambron-McCabe; (5) "Torts" by William J. Evans, Jr.; (6) "Sports" by Stephen B. Thomas and Janet M. White; (7) "Finance" by Julie Underwood; and (8) "Higher Education" by Robert M. Hendrickson. The book includes an 11-page alphabetical index of approximately 1,000 cases cited in the text as well as a 6-page subject index. (TE)

ED 292 188 EA 019 900
Sorenson, Gail Paulus
Employees.
Pub Date—87
Note—45p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Age Discrimination, Civil Rights, Collective Bargaining, Compliance (Legal), Contracts, *Court Litigation, Due Process, *Educational Legislation, Elementary Secondary Education, *Employer Employee Relationship, Equal Protection, Ethnic Discrimination, Freedom of Speech, Legal Problems, *Legal Responsibility, Reduction in Force, *School Law, School Responsibility, Sex Discrimination, Teacher Certification, Teacher Discipline, Teacher Dismissal, *Teacher Rights, Tenure
Identifiers—Supreme Court
This chapter analyzes more than 200 cases reported in 1986 involving public-sector employees in elementary and secondary education. Also included, where appropriate, are relevant 1986 Supreme Court cases from outside the field of education, as well as leading cases from prior years. Legal issues covered by the review include the following: (1) discrimination in employment by race,

religion, sex, national origin, age, or handicap; (2) substantive constitutional rights, including freedom of speech, association, and religion, along with issues of privacy and substantive due process; (3) procedural due process; (4) issues of dismissal, nonrenewal, demotion, and discipline (for insubordination, unprofessional conduct, immorality, or incompetence); (5) reduction in force and involuntary leaves of absence; (6) contractual disputes; (7) tenure; (8) and certification, decertification, revocation, and suspension. (TE)

ED 292 189 EA 019 901
Smith, Margaret D. Zirkel, Perry A.
Bargaining.
Pub Date—87
Note—35p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Arbitration, *Collective Bargaining, Compliance (Legal), Constitutional Law, *Court Litigation, Due Process, Elementary Secondary Education, *Employer Employee Relationship, *Labor Relations, Legal Problems, Legal Responsibility, Negotiation Agreements, Negotiation Impasses, *School Law, School Responsibility, Strikes, Teacher Rights, Unions
This chapter reviews collective bargaining cases in education during 1986. Although the courts addressed a broad range of topics, no new legal principles were applied in these cases. The courts relied on traditional labor law concepts and applied them to the specific statutes and policies of the applicable jurisdiction. The review addresses the following issues: constitutional issues; authority to bargain; recognition and representation issues, including determination of bargaining unit and elections; rights and obligations of exclusive bargaining representatives; scope of bargaining, including mandatory, permissive, and prohibited topics of bargaining; grievability and arbitrability issues; judicial review of arbitration awards and employment relations board rulings; impasse and dispute resolution; strikes and other job actions; and other miscellaneous decisions arising from labor disputes. (TE)

ED 292 190 EA 019 902
Lufler, Henry S., Jr.
Pupils.
Pub Date—87
Note—40p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bilingual Education, Compliance (Legal), Constitutional Law, Corporal Punishment, *Court Litigation, Desegregation Litigation, Drug Abuse, Due Process, Elementary Secondary Education, Freedom of Speech, Legal Problems, *Legal Responsibility, *School Law, *School Responsibility, Search and Seizure, Student Placement, *Student Rights, Testing
This chapter reviews court decisions in education during 1986 that addressed issues related to student rights and the jurisdiction of schools with respect to pupils. The first section of the review covers the issues of public school assignment, tuition, transportation, and compulsory attendance. This is followed by short discussions of cases arising from bilingual and bicultural programs, and those having to do with private and parochial schools. Attempts by school districts to control the use and sale of drugs by students have led to a sharp increase in cases reported in the sections of this chapter discussing the substantive rights of students in search and seizure cases and sanctions for student misconduct. Also discussed are cases that interpret First Amendment rights with respect to religion and free expression, cases arising from corporal punishment, and legal challenges to student testing and placement. The final section addresses school desegregation decisions and issues, including systemwide remedies, cross-district remedies, oversight of desegregation plans, state court cases, and liability for attorney's fees. (TE)

ED 292 191 EA 019 903
Cambron-McCabe, Nelda H.
Handicapped.
Pub Date—87
Note—25p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary School Services, Compliance (Legal), *Court Litigation, *Disabilities, Due Process, *Educational Legislation, Educational Responsibility, Elementary Secondary Education, Employer Employee Relationship, Government School Relationship, Handicap Discrimination, Legal Costs, Legal Problems, *Legal Responsibility, *School Law, School Responsibility, Special Education, *Student Rights
Identifiers—*Education of the Handicapped Act 1986, Rehabilitation Act 1973
This chapter reviews legislation and court litigation during 1986 that addressed the rights of handicapped students and employees. The most far-reaching legal activity occurred in the legislative arena, with the passage in 1986 of the Education of the Handicapped Act (EHA) mandating that services must be available for handicapped children between the ages of 3 and 21. Procedural safeguards in the EHA ensure appropriate identification, evaluation, and placement of handicapped children. Provisions of the EHA with respect to development of individualized education programs, change in placement, and administrative remedies are discussed. Subsequent sections discuss related services, an extended school year, discipline, and remedies awarded to successful litigants under the provisions of the act, as well as damages, compensatory services, and attorneys' fees. The next two sections discuss the question of state immunity to suits brought under the EHA and the enforcement of state laws that exceed EHA requirements. Remaining sections are devoted to cases of discrimination against handicapped students and employees, brought under the Rehabilitation Act of 1973, Section 504. (TE)

ED 292 192 EA 019 904
Evans, William J., Jr.
Torts.
Pub Date—87
Note—31p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compliance (Legal), Constitutional Law, *Court Litigation, *Educational Legislation, Educational Malpractice, Elementary Secondary Education, Employer Employee Relationship, Insurance, *Legal Problems, *Legal Responsibility, *School Law, School Responsibility, *Torts
This chapter examines court cases reported during 1986 that involved tort claims involving school officials, school employees, and students. A tort is a civil wrong, other than breach of contract, for which a court provides relief in the form of damages. Discussion focuses first on negligence, or conduct that falls below an acceptable standard of care and results in injury. Most negligence suits against schools result from student injuries during school hours, enroute to and from school, on school facilities, or during school activities. Negligence defenses derive from common law and statutory immunity, or from plaintiff's failure to file a claim within six months. Other topics discussed include cases arising from liability insurance claims and employee injuries or workers' compensation claims, as well as cases involving assault and battery, defamation, products liability, and intentional infliction of emotional distress. The final section focuses on constitutional torts, or cases alleging violation of litigants' constitutional rights. Included are discussions of cases brought by outside organizations, students, and employees. (TE)

ED 292 193 EA 019 905
Thomas, Stephen B. White, Janet M.
Sports.
Pub Date—87
Note—28p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Athletic Coaches, *Athletics, Civil Rights, Compliance (Legal), Constitutional Law, *Court Litigation, Due Process, Educational Legislation, Elementary Secondary Education, Eligibility, Employer Employee Relationship, Equal Education, Equal Protection, Extramural Athletics, *Legal Problems, *Legal Responsibility, *School Law, School Responsibility, Student Participation, Torts
Identifiers—Civil Rights Act 1871, Civil Rights Act 1964, Fourteenth Amendment, Title IX Education Amendments 1972
This chapter–new to the "Yearbook"–discusses all court cases reported in 1986 that involved student athletes, coaches, athletic directors, athletic associations, booster organizations, interscholastic sports programs and events, and sports facilities and equipment at both the K-12 and higher education levels. It does not, however, include case law involving physical education or intramural participation. The first section discusses constitutional provisions and statutes upon which these cases are based, including the equal protection and due process clauses of the Fourteenth Amendment, Title IX of the Education Amendments of 1972, and the Civil Rights Acts of 1964 and 1871. Subsequent sections discuss court decisions on student eligibility for participation in sports, equality of programs, and enforcement of rules. The next major section discusses tort cases brought for intentional wrongs (assault and libel), negligence, and products liability in connection with sports programs. This is followed by a discussion of cases related to employment of athletic personnel: adverse employment decisions, compensation, discrimination on the basis of race or sex, and contracts with equipment distributors. The last section addresses miscellaneous cases arising from discipline of nonparticipants, media coverage, open meetings laws, public records, and workers' compensation claims. (TE)

ED 292 194 EA 019 906
Underwood, Julie
Finance.
Pub Date—87
Note—35p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compliance (Legal), *Court Litigation, *Educational Finance, *Educational Legislation, Elementary Secondary Education, Employer Employee Relationship, Equal Education, Federal Aid, Legal Problems, *Legal Responsibility, Private School Aid, School District Spending, School Funds, *School Law, School Taxes, State Aid, State Legislation, Tax Allocation
The United States Supreme Court decided two cases in the area of school finance in 1986. It addressed student financial assistance under a vocational rehabilitation program for tuition at a sectarian postsecondary institution in Washington; it also decided a case challenging a state finance program. Cases were heard by other courts in an attempt to follow recent U.S. Supreme Court cases in areas of public school personnel working in parochial schools and the recovery of improperly spent federal funds. Some cases represent attempts by state legislatures to implement, and by courts to interpret, taxpayer revolt legislation and other efforts to curb the growth of government spending. Several challenges to the use of funds for programs for handicapped children were presented to the Department of Education. And there was continued litigation on the taxing and spending authority of school districts. These cases, discussed in this chapter, fall under three major topics: public funds for private schools, sources and allocations of public funds, and school tax issues. (TE)

ED 292 195 EA 019 907
Hendrickson, Robert M.
Higher Education.
Pub Date—87
Note—44p.; In: Thomas, Stephen, B., Ed. The

Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Accreditation (Institutions), Collective Bargaining, Compliance (Legal), Constitutional Law, *Court Litigation, Due Process, *Educational Legislation, Employer Employee Relationship, Faculty College Relationship, *Higher Education, Legal Problems, *Legal Responsibility, *Postsecondary Education, Student Rights, Teacher Rights, Tenure, Torts
This chapter reviews litigation in higher education for 1986. The first section discusses the relationship between postsecondary institutions and various governmental agencies, in which litigation covers questions on the authority of boards, access to information through sunshine laws, questions of tax exempt status, and issues of accreditation. The second major section is devoted to litigation relating to employees of postsecondary institutions. These include questions of discrimination in employment, rights of nontenured faculty, personnel actions against tenured faculty, litigation involving administrators and staff, and collective bargaining decisions. The next section discusses litigation construing the rights and responsibilities of postsecondary students, in cases relating to admissions, nonresident tuition, financial aid, First Amendment rights, dismissal, and other constitutional issues. Liability of postsecondary institutions is covered next, in cases arising from personal injury, workers' compensation claims, contract liability, deceptive practices, educational malpractice, and negligence. The last section discusses an antitrust suit brought against a university. (TE)

ED 292 196 EA 019 908
Dimensions of the World of 2000: How the Secondary Schools Will The Shady Side Academy Centennial Symposium (Pittsburgh, Pennsylvania, October 28, 1983).
Shady Side Academy, Pittsburgh, PA.
Spons Agency—Claude Worthington Benedum Foundation, Pittsburgh, Pa.
Pub Date—Oct 83
Note—72p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Economic Change, Educational Demand, Educational Improvement, Educational Objectives, Educational Supply, *Educational Trends, *Futures (of Society), Human Capital, Human Services, Private Education, Public Policy, Role of Education, Science Education, Secondary Education, Technological Advancement, Trend Analysis
The speakers at this centennial symposium addressed a wide range of issues pertaining to how the world of the year 2000 is likely to look, given current socioeconomic and technological trends, and how the secondary schools will respond to these changes. A brief welcome and introduction by the moderator, Christopher Berrisford (headmaster of The Harvard School of Los Angeles, California) is followed by the first set of conference papers, grouped under the heading, "Dimensions of the World of 2000." These include the following: "Business and the Economy in the Year 2000," by L. Stanton Williams, chairman and chief executive officer of PPG Industries, Inc.; "Science and Technology in the Lives of the Coming Generation: The Year 2000 and Beyond," by John Patrick Crecine, senior vice president for academic affairs at Carnegie Mellon University; and "The Future of Human Services," by Caroline Bird, author, lecturer, and economist. A transcript of a discussion period follows. The second set of papers, grouped under the heading, "How Secondary Schools Will Respond," includes the following: "Educational Reform: The Next Decade," by Denis P. Doyle, director of education policy studies at the American Enterprise Institute; "The Public Schools' Response to the Challenge of the Year 2000," by Richard C. Wallace, superintendent of Pittsburgh Public Schools; and "The Response of Private Education," by Gardner P. Dunnan, president of The Dalton School. The discussion following these papers is also provided. (TE)

ED 292 197 EA 019 910
Training Educational Personnel for Integrated Curriculum. Report of a Seminar on Further Training of National Officials and Specialists on Integration of the Curriculum at the Primary Level (Dhaka, Bangladesh, June 1-10, 1983).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Report No.—BKAM-83-RHM-586-1000
Pub Date—84
Note—108p.
Available from—Bernan-UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 ($5.00, plus $2.50 postage and handling).
Pub Type— Collected Works - Proceedings (021) — Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Enrichment, *Developing Nations, *Developmental Programs, Economic Development, Educational Development, Elementary Education, *Foreign Countries, Instructional Development, *Integrated Curriculum, School Activities, School Community Relationship
Identifiers—Bangladesh, India, Korea, Nepal, UNESCO
This document comprises three sets of papers produced by a subregional seminar of the Asian Programme of Educational Innovation for Development (APEID). The first chapter is an overview of experiences in orientation and training of key educational personnel in integrated curriculum. Chapter 2 consists of guidelines and checklists for developing training programs and materials. Chapter 3 consists of selected exemplary materials resulting from workshops at the seminar: (1) a training manual from Korea on "Teaching Pleasant Life"; (2) instructional modules on using local, low-cost resources and community participation (Korea), developing questioning skills in environmental studies (Nepal), and principles of the integrated curriculum (Korea); (3) teacher leaflets from Bangladesh on improving pupil enrollment, encouraging community participation in schools, preparing an individual lesson, and identifying and helping physically handicapped children; (4) teacher guides from India on food, good habits, and life of plants and animals; and (5) instructional plans on receiving guests and on food from Thailand. Appended are the agenda of the conference, a list of participants, and a list of documents. (TE)

ED 292 198 EA 019 911
Gibboney, Richard A.
Madeline Hunter's Teaching Machine.
Pub Date—86
Note—15p.; Summary of paper first published by the Pennsylvania State Education Association in April 1986 issue of "Voice."
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acceleration (Education), *Consultants, *Learning Theories, *Lesson Plans, Models, *Teacher Supervision
Identifiers—Dewey (John), *Hunter (Madeline), *Pennsylvania
After introducing Madeline Hunter's lesson planning and teacher supervision model, this paper examines the scientific claims made for the model and provides a philosophical critique based on John Dewey's observations about teaching and learning. Although Hunter claims her model is research-based, the paper finds little evidence to support this assertion. Hunter's "scientific" learning theory, which moves swiftly to teaching prescriptions and claims for increased student achievement, is suspect for being based partly on research with animals lacking both a culture and the capacity for higher cognitive processes. Dewey held that psychological learning theory is not really scientific until tested and proven in educational practice. The links that Hunter infers between learning theory and teaching have not been substantiated. When viewed through the lens of Dewey's theory of learning and teaching, the Hunter model seems to be mechanistic rather than intellectual, to value teaching over learning, to view teachers as technical decision-makers rather than intelligent practitioners of a complex art, to be accepting of the educational status quo, and to offer an incomplete account of learning and teaching dynamics. One appeal of the Hunter model is its supposed simplicity and suitability for school organizations modeled after factories. The paper deplores the Hunter model's proliferation in Pennsylvania and suggests that ideas should always precede practice. Included are 13 references. (MLH)

ED 292 199 EA 019 912
Guzzetti, Barbara J.
Adaptations of School Effectiveness Research to Practice: A Case Study.
Pub Date—Oct 85
Note—20p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 10-12, 1985).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Educational Assessment, Elementary Secondary Education, Inservice Education, Instructional Innovation, *Instructional Leadership, Predictor Variables, Program Effectiveness, *Program Implementation, Research Needs, *School Effectiveness, Teacher Administrator Relationship, *Theory Practice Relationship, *Time on Task
This case study of a Colorado school district sought to assess the process and outcomes of administrative leadership in implementing school effectiveness research on time-on-task classroom strategies. The study examines the interrelationship of conditions bearing upon the change effort and focuses on those changes affecting the district's personnel, policy, and procedures. The district's program emphasized two related variables that characterize effective schools: teacher and student use of time and the instructional leadership of administrators, particularly in reinforcing teachers; implementation of time on task (engaged time) from classroom observations. The following methods provided the data record: (1) interviews with the superintendent, school administrators, elementary and secondary teachers, and program trainers; (2) verbatim records of an inservice training session; and (3) pertinent documents from school and district sources. Three findings, which emerged from data analyzed by the constant-comparative method, are offered as caveats to other districts implementing school effectiveness programs. First, principals' engaged-rate observations provide little meaningful reward or corrective feedback to teachers. Time spent actively engaged in a task is secondary to its appropriateness and to the student's success. Second, principals' understanding of the instructional process is limited by an emphasis on such observations. Third, the importance of allowing adequate time for the change process is highlighted by this study's results. Researchers cannot produce accurate assessments of school effectiveness programs until consistency in implementation is established across sites. The field's constructs are sufficiently nebulous to cause confusion in interpretation. This investigation demonstrates the need for descriptive studies that offer operational definitions of school effectiveness variables in practice. (CJH)

ED 292 200 EA 019 923
Methods of Scheduling Salaries for Principals. Third Edition. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date—87
Note—98p.; For second edition, see ED 240 670.
Available from—Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21746; $36.00 with order).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors—Compensation (Remuneration), *Contract Salaries, Elementary Secondary Education, National Surveys, Personnel Policy, *Principals, *Promotion (Occupational), Public Schools, *Salary Wage Differentials, School Statistics, Tables (Data)
Identifiers—National Survey Salaries Wages Public Schools
Data from the salary schedules used in this study were collected as part of the "National Survey of Salaries and Wages in Public Schools, 1986-87," conducted in fall 1986. Of the 1,031 school systems responding with usable data, 290 (28 percent) provided complete salary schedule documents for supervising principals that could be analyzed in detail for inclusion in this study. A total of 487 (47 percent) stated that salary schedules were not used in the determination of salaries for principals. An overview of methods used in scheduling salaries for principals describes the base for the schedule, structure

of the schedule, incremental patterns, and advancement. Nine tables and eight figures summarize the data. The major part of this report is a system-by-system listing showing, where possible, both minimum and maximum scheduled salaries for principals at the elementary, junior high, and senior high levels, taking into consideration salary differentials for academic preparation, school size, number of days on duty, relationship to teachers' salary schedule, responsibility ratios, annual increments, and other factors. A total of 20 examples of various types of salary schedules are presented in the last section of the report followed by three brief principals' salary guidelines provided by administrator and school board associations. (MLF)

ED 292 201 EA 019 924
Methods of Scheduling Salaries for Teachers. Third Edition. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date—87
Note—75p.; For second edition, see ED 250 834.
Available from—Publication Sales, Educational Research Service, 2000 Clarendon Blvd, Arlington, VA 22201 (Stock #219-21748; $30.00 with order).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors—Compensation (Remuneration), *Contract Salaries, Differentiated Staffs, Elementary Secondary Education, National Surveys, Personnel Policy, *Promotion (Occupational), Public Schools, *Salary Wage Differentials, *School Statistics, Tables (Data), Teacher Employment Benefits, *Teacher Salaries
Identifiers—National Survey Salaries Wages Public Schools
Data from the salary schedules used in this study were collected as part of the "National Survey of Salaries and Wages in Public Schools, 1986-87," conducted in fall 1986. Of the 1,031 school systems responding with usable data, 535 (52 percent) supplied schedules that could be analyzed and included in this report. An overview of features found in teacher salary schedules is provided, including discussions of the basic structure of the schedule, methods of initial placement and advancement on the schedule, salary supplements, and methods of changing teacher salary schedules. The second section consists of 17 tables summarizing the distributions of salaries scheduled for teachers classified according to four enrollment groupings. Data are also provided for the highest degree level recognized and for salary schedules derived from an index, both according to enrollment group. Six figures included with the summary tables graphically portray the data. The third section consists of 15 examples of various methods of salary scheduling selected to represent the variety of schedules found in the study. The report also contains a special section that describes the different approaches to incentive pay and how these approaches are superstructures built upon a basic salary scale on which the majority of teachers are paid. (MLF)

ED 292 202 EA 019 925
Fasano, Carla
Tomorrow's Technology Today: Surveying the Possible and the Desirable.
Pub Date—Sep 87
Note—14p.; Paper presented at the Australian Computers in Education Conference (Adelaide, South Australia, Australia, September 27-30, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, *Computer Uses in Education, Educational Innovation, Educational Policy, Educational Strategies, *Educational Technology, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Futures (of Society), *Information Technology, Long Range Planning, Microcomputers, Modernization, Research and Development, *Technological Advancement
Identifiers—Australia (New South Wales)
Starting with an analysis of technological change and innovation cycles, this paper explores the effects of information technology on education in Australia over the past decade. Taking into account current programs and policies concerning the introduction of information technology in education, the paper outlines possible directions for future technological developments and educational responses to them. Part 1 addresses cycles of technological innovation, including product and process life cycles and convergence of technologies. Part 2 describes the responses of education to these technological developments, including engineering strategies, market strategies, public interest strategies, and transformational strategies. Part 3 is a speculative discussion of how technology will affect the future of education. The contrast between what is technologically possible and what is educationally desirable-and feasible-serves as a background to the analysis of policy developments which would assist education in managing the process of change that lies ahead. (Author/TE)

ED 292 203 EA 019 926
Fasano, Carla
Information Technology in Education: The Neglected Agenda.
Pub Date—Oct 87
Note—17p.; Paper presented at the Australian Education Conference (Perth, Western Australia, Australia, September 27-October 2, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, *Computer Uses in Education, Educational Innovation, Educational Policy, Educational Strategies, *Educational Technology, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Futures (of Society), *Information Technology, Long Range Planning, Microcomputers, Modernization, Research and Development, *Technological Advancement
After less than a decade from its inception, the introduction of new information technology in Australian education has already undergone some identifiable stages. These range from the scattered development of innovative programs to the formulation of state and national policies, from the original introduction of microcomputers into schools to the more recent developments in telecommunication and satellite technology. This paper identifies and analyzes the processes whereby, in each stage of development, certain elements predominate over others. In particular, comparisons are drawn between the predominant and "neglected" agendas of large-scale developments in education, on one hand, and the innovation sector where the more advanced applications of the technology remain confined to few schools and few learners. Against this background, this paper outlines the political, policy, and pedagogical implications of such differential developments with a view to establishing policy and research agendas to redress the balance. (Author/TE)

ED 292 204 EA 019 927
Sanchez, Karen L. Van Til Hall, Gayle C.
Models for Selecting Chief State School Officers. Policy Memo Series, No. 1.
Consortium on Educational Policy Studies, Bloomington, IN.
Pub Date—Mar 87
Note—32p.; This Consortium is funded by the Lilly Endowment.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, Administrator Qualifications, Administrator Role, *Administrator Selection, Elementary Secondary Education, *Governance, Models, Political Influences, Political Power, Politics of Education, Power Structure, State Agencies, *State Government, *State Officials, *State Supervisors
The process of selecting a chief state school officer (CSSO) can be a significant means of allocating policymaking power in state educational governance. This paper examines the role of the chief state school officer and explains how that role is influenced by the selection process. Four selection models are described, along with the advantages and disadvantages of each: (1) the governor appoints the board of education, which appoints the CSSO; (2) the elected state board of education appoints the CSSO; (3) the governor appoints the state board of education and the CSSO is elected by the public; and (4) the governor appoints the state board of education and the CSSO. Accountability, the relationship of elected officials to the constituents and public bureaucracies to elected officials, varies for each model, as does policymaking power. Specific qualifications and responsibilities of the office are also described as well as the chief state school officer's relationship to other state policymakers. (Author/TE)

ED 292 205 EA 019 928
Marshall, Jon C. And Others
State Initiatives in Minimum Competency Testing for Students. Policy Issue Series, No. 3.
Consortium on Educational Policy Studies, Bloomington, IN.
Pub Date—May 87
Note—80p.; This Consortium is funded by the Lilly Endowment.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Diagnosis, Educational Policy, Elementary Secondary Education, *Graduation Requirements, Legal Problems, *Minimum Competency Testing, *Standardized Tests, *State Legislation, *State Programs, Surveys
Identifiers—North Carolina State University
Minimum competency testing (MCT) programs for students are growing in popularity and being adopted by many states. In order to determine the extent of the MCT movement, researchers at North Carolina State University surveyed state departments of education in all 50 states. In updating these data for 1986-1987, it was found that 64 percent of the 47 responding states had statewide MCT programs. Two thirds of these programs were initiated by state legislatures and most of the rest were initiated by state education agencies. The most frequent grade levels tested were third (57 percent), sixth (43 percent), and eighth and ninth (47 percent each). One third of all states require a statewide MCT as a requirement for graduation, and half of the states implementing MCT programs have modified the basic curriculum on account of test results. Summaries of nine states' testing programs are included in the report, and 10 policy issues are described: state control, student learning, determining the purposes of minimum competency testing, remediation response, curriculum development response, political response, judicial response, costs, technical qualities of MCTs, and effects on instruction. Special sections focus on remediation and legal issues associated with MCT programs, and tables are included. (Author/TE)

ED 292 206 EA 019 929
Astuto, Terry A. Clark, David L.
Merit Pay for Teachers, An Analysis of State Policy Options. Policy Issue Series, No. 1. (Reprint July 1987).
Consortium on Educational Policy Studies, Bloomington, IN.
Pub Date—Jan 85
Note—68p.; This Consortium is funded by the Lilly Endowment.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Assessment, *Educational Policy, Elementary Secondary Education, *Incentives, *Merit Pay, Merit Rating, *Personnel Policy, Recognition (Achievement), Salary Wage Differentials, *State Programs, *Statewide Planning, Teacher Salaries
The purpose of this report is to summarize what is known about performance-based pay for teachers in a form useful to state educational policymakers. Section 1 reviews the experience of local education agencies with various forms of merit pay, contending that experience with and evaluations of these merit plans serve as "natural experiments" that have implications for state policy. Section 2 reviews the research literature on merit pay in and outside education, concentrating on what is known about the most and least effective ways to design and operate merit pay plans. In section 3, the policy positions of the major professional educational organizations are analyzed to identify points of agreement and disagreement that influence the negotiation of state and local merit pay policies and plans. Finally, the current actions being taken and discussed at the state level are examined. The state proposals have not been in effect long enough to produce evaluative data, but they can be assessed against the research literature and the experience of local education association and professional organizations. (Author/TE)

ED 292 207 EA 019 930
Hart, Thomas E.
Long-Range Planning. School Districts Prepare for the Future.
Oregon School Study Council, Eugene.
Pub Date—Jan 88
Note—40p.

Available from—Publication Sales, Oregon School Study Council, 1787 Agate Street, University of Oregon, Eugene, OR 97403 ($5.00 with order; quantity discounts).
Journal Cit—OSSC Bulletin; v31 n5 Jan 1988
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Assessment, *Educational Objectives, Educational Trends, Elementary Secondary Education, Enrollment Projections, Formative Evaluation, Futures (of Society), *Long Range Planning, *Master Plans, Models, Prediction, Program Development
Identifiers—Oregon

Long-range planning is becoming increasingly important for educators in today's rapidly changing society. This bulletin accordingly presents a step-by-step model for school districts to use in developing and successfully implementing a long-range plan. Chapter 1 introduces long-range planning and suggests ways of getting district personnel involved in the planning process. Chapter 2 demonstrates how to develop a "mission statement" and uses some Oregon school districts to illustrate this process. Chapter 3 presents the details of the planning process, including demographic forecasting, goal-setting, and formulating specific objectives to meet the goals. Included are some examples of district goals in Oregon. Chapter 4 provides suggestions for launching a plan so that everybody in the district is aware of it, and chapter 5 focuses on monitoring the operation of the plan. The conclusion offers some of the reported benefits of long-range planning. Information for this bulletin was obtained from printed sources, a survey of Oregon school districts, and interviews with school officials. Appended are the survey instrument, a tabulation of the results, and a list of district plans. (TE)

ED 292 208 EA 019 931
Armstrong, Jane Bray, Judy
How Can We Improve Textbooks?
Education Commission of the States, Denver, Colo.
Spons Agency—Department of Education, Washington, DC.
Report No.—SI-86-2
Pub Date—Sep 86
Grant—GOO-8410005
Note—32p.
Available from—Publications, ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (SI-86-2; $5.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Costs, Educational Economics, Elementary Secondary Education, Evaluation Criteria, *Politics of Education, Textbook Bias, *Textbook Content, Textbook Evaluation, Textbook Preparation, Textbook Publication, *Textbooks, *Textbook Selection, *Textbook Standards

This document addresses the complex issues surrounding the production, selection, and use of textbooks in the context of the current educational reform movement. The first section discusses the need for textbook reform, examining the problems associated with their content, presentation, and supplementary materials. The second section discusses the difficulties attendant upon improving textbooks, since no one group has sole responsibility for improving instructional materials. Included is a discussion of how textbooks are used in the classroom, how selection is influenced by diverse curricular requirements, and how testing requirements, availability of funding, sales and promotional costs, market conditions, readability formulas, physical standards, and collective authorship complicate the process of textbook improvement. The third section discusses pitfalls of the textbook adoption process at state and local levels. Political influences in the appointment of textbook review committees are discussed, along with the problems that arise with textbook selection criteria. The final section addresses "the real cost of poor textbooks" in light of their long-range effects on teachers and students. This is followed by a list of options for administrators, policymakers, teachers, publishers, and professional organizations regarding the adoption process, assistance and resources, evaluation, and intergroup communication. (TE)

ED 292 209 EA 019 932
Developing a Mission Statement for the Middle Level School.
National Association of Secondary School Principals, Reston, VA. Council on Middle Level Education.
Report No.—ISBN-0-88210-204-4
Pub Date—87
Note—35p.
Available from—Publication Sales, NASSP, 1904 Association Drive, Reston, VA 22091 (Stock No. 2108712, $6.00, quantity discounts).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Assessment, Educational Needs, *Educational Objectives, *Educational Planning, *Educational Principles, Educational Quality, Elementary Secondary Education, *Institutional Mission, *Middle Schools, *Mission Statements, Participation, Policy Formation, Role of Education, Teamwork

A mission statement, properly constructed, empowers everyone in a school to assume responsibility for the school's ultimate direction. This document is accordingly designed to help middle level schools begin to develop such a mission statement. Parts 1 and 2 define a mission statement and discuss the confusion that is likely to occur in its absence. Part 3 identifies common elements of a mission statement: a statement of purpose, an indication of uniqueness, an explicit statement of commitment, and a clear value position. Part 4 lists general principles to guide the development of a mission statement, followed by a 10-step process for developing it: (1) solicit commitment, (2) assemble a working group, (3) gather data, (4) analyze preliminary data, (5) create an instrument to seek consensus, (6) draft the mission statement, (7) solicit agreement, (8) prepare a final draft, (9) disseminate the final draft, and (10) assess its effects and review the statement. Parts 5, 6, and 7 discuss uses of a mission statement: to review programs, policies, and practices; to make daily decisions; to set goals and priorities; to reward and reinforce people in the school; and to provide a set of criteria by which to judge a school's effectiveness. A brief sample mission statement is included. (TE)

ED 292 210 EA 019 937
Wilson, Bruce L. McGrail, Janet
Measuring School Climate: Questions and Considerations.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date—Apr 87
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Measures, Data Analysis, *Data Collection, *Educational Environment, Elementary Secondary Education, Evaluation Methods, Information Utilization, *Measurement Techniques, *Organizational Climate, Rating Scales, Research Methodology, Research Utilization, Surveys

School climate is an elusive but powerful concept that has captured the attention of both researchers and practitioners, but choosing an instrument to assess climate can be very complicated. This monograph accordingly discusses four basic issues that should be considered prior to selecting an instrument to measure school climate: purpose, choice of variables, seeking opinions about climate, and data gathering and reporting. First, five reasons are presented for collecting data on school climate: to identify strengths and weaknesses, to evaluate school programs, to describe and compare schools, to open up communication, and to identify groups for special treatment. Second, climate variables must be determined. Based on Tagiuri's (1968) taxonomy, these include ecology, milieu, social system, and culture. Third, opinion data should be gathered from representatives of all school constituencies. Finally, considerations in gathering and reporting data include understandability of scores, appropriateness of summary statistics, ease of comparison across variables, use of a normed referent group in making comparisons across schools, costs, and availability of special services. References are included. (TE)

ED 292 211 EA 019 938
Stuckman, Ralph E. And Others
Policymaking in a Vacuum.
Pub Date—Sep 87
Note—8p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Policy, *Boards of Education, *Decision Making, Early Retirement, *Educational Policy, Elementary Secondary Education, *Policy Formation, School Districts

Policy statements give a framework to decision-making power, clarify issues, regulate relationships, and assist in the resolution of differences of opinion. It is essential that a school board provide direction through a well-conceived and well-developed policy. If there is unwillingness to implement policy, a real or perceived vacuum is created within the school community. Strategic policy formulations include the following common elements: (1) situations; (2) existing policy; (3) past decisions; (4) present congruency or gap between situations and policy; and (5) future speculations and policy implications. These common elements are described and diagrammed so that policymakers can include the needed steps in policy dynamics. The situation of early retirement is used to work through the diagrams of policy formation. Suggestions are given to analyze present school policies. (MLF)

ED 292 212 EA 019 939
South Carolina Department of Education Annual Report 1986-1987.
South Carolina State Dept. of Education, Columbia.
Pub Date—Nov 87
Note—238p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adult Education, Curriculum Development, Disabilities, Educational Administration, *Educational Assessment, Educational Facilities Planning, Educational Finance, Educational Improvement, Educational Planning, Educational Research, Elementary Secondary Education, *Program Evaluation, *State Agencies, *State Departments of Education, State Federal Aid, State Government, *State Programs, Statewide Planning, Teacher Certification, Transportation, Vocational Education
Identifiers—*South Carolina, South Carolina Department of Education

This annual report for the fiscal year that ended June 30, 1987 is divided into a narrative section and a statistical section. The narrative sections begin with a general progress report by the South Carolina State Superintendent of Education, followed by analogous reports by the Special Assistant for Legal and Legislative Affairs and the Associate Superintendent for Program Improvement. The first major section consists of reports by respective offices of the Division of Instruction and subsections thereof: Office of General Education (Basic Skills and Curriculum Development); Office of School District Accreditation and Assessment; Office of Leadership and School Improvement; Office of Vocational Education; Administration, Planning, and Evaluation; Vocational Programs and Curriculum Development; Office of Programs for the Handicapped; Office of Adult Education; and Office of Federal Programs. Next are reports from the Division of Administration and Planning, including Legal Services; Office of Public Information; Office of Research; Educational Data Center; and Office of Teacher Education and Certification. The Division of Finance and Operations section follows, including reports by the Office of Finance; Office of School Planning and Building; Office of Transportation; Office of School Food Services; Office of Textbooks and Audiovisual Display; Office of Personnel; and Office of Purchasing. The final report is by the Division of Public Accountability. The statistical section follows. It consists of 12 extensive tables and makes up about half of the report. (TE)

ED 292 213 EA 019 940
Fullinwider, Robert K.
The Reverse Discrimination Controversy. A Moral and Legal Analysis.
Maryland Univ., College Park. Inst. for Philosophy and Public Policy.
Report No.—ISBN-0-8476-6901-7
Pub Date—80
Note—309p.
Available from—Publications, Institute for Philosophy and Public Policy, 0123 Woods Hall, University of Maryland, College Park, MD 20742 ($12.50 paperback-ISBN-0-8476-6901-7; $31.50 hardcover-ISBN-0-8476-6273-X).
Pub Type— Books (010) — Information Analyses

(070) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Affirmative Action, *Civil Rights, Constitutional Law, Court Litigation, Desegregation Methods, Discriminatory Legislation, *Equal Opportunities (Jobs), Ethics, Ethnic Discrimination, *Legal Problems, Legal Responsibility, Racial Balance, *Racial Discrimination, *Reverse Discrimination, Social Desirability, Social Integration

This book has two principal aims: to clarify the topical and controversial issue of reverse discrimination and to reach some conclusions about the rights and wrongs involved in this issue. Focusing mainly on preferential hiring, the book explicitly and extensively addresses the law and the institutional context of the issues. Examination of the types of arguments used in defense of preferential hiring and of such concepts as compensatory justice, rights, social utility, distributive justice, and equal opportunity leads up to a detailed discussion of Title VII of the Civil Rights Act of 1964 and Executive Order 11246 (1965), which established affirmative action programs. The book also examines the Supreme Court's approach to the "equal protection" clause of the 14th Amendment and shows how the Court's doctrine can make room for constitutionally permissible uses of race, including racially preferential hiring. The final part of the book presents a moral theory of constitutional equality that accommodates much of the Supreme Court's doctrine and justifies the occasional use of race in social policy. The conclusion reached is that there is no absolute principled (constitutional) bar to some kinds of reverse discrimination, but that such practices may still be morally undesirable. (TE)

ED 292 214 EA 019 941
Improving School Climate. The Best of ERIC on Educational Management, Number 93.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Guides, Annotated Bibliographies, *Classroom Environment, Cooperation, Educational Change, *Educational Environment, Elementary Secondary Education, *Literature Reviews, *Measurement Techniques, *School Effectiveness, Staff Development

In this annotated bibliography of 12 publications on school climate are 3 entries that suggest specific ways to improve the school climate and 1 that outlines leadership techniques for principals. Ways to assess school climate are covered by a review of assessment instruments, a discussion of the measurement issues, a description of major assessment tests, and an approach to using assessments. The remaining annotations include a model of school environment, the role of external influences on school climate, an overview of the variables that comprise school climate, and a review of the research on the topic. (MLF)

ED 292 215 EA 019 942
Adolescents and Comprehensive Schooling.
Organisation for Economic Cooperation and Development, Paris (France).
Report No.—ISBN-92-64-13035-7
Pub Date—87
Note—153p.
Available from—OECD Publications Center, 2001 L Street, N.W., Suite 700, Washington, DC 20036-4085 (Stock No. 91-87-04-1; $15.00).
Pub Type— Reports - Evaluative (142) — Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Organization, *Adolescents, Class Size, Comparative Analysis, Comprehensive Programs, Curriculum Design, Educational Finance, *Educational Objectives, Elementary Secondary Education, Foreign Countries, Government School Relationship, *Instructional Program Divisions, *Intermediate Grades, *Middle Schools, Private Education, Public Schools, *School Organization, School Size, Teacher Education, Track System (Education)
Identifiers—Denmark, France, Maryland, Minnesota, Scotland

This volume consists of reports on the status and function of lower secondary comprehensive school systems in four countries with contrasting cultures and educational traditions: Denmark, France, the United Kingdom as represented by Scotland, and the United States as represented by Maryland and Minnesota. The volume begins with an analysis by Professor Malcolm Skilbeck of Australia of the main issues and trends to emerge in comprehensive middle schools, based on contributions from representatives from 18 countries. Next are extensive reports, prepared by separate reviewers, on all aspects of schooling for adolescents in each of the countries. The report on Denmark is prepared by Professor Urban Dahllof of Sweden, Dr. David H. Hargreaves of the United Kingdom, and M. Andre Lafond, Inspector General of the ministry of education in France. The report on France is prepared by Professor Skilbeck, Professor Pierre Vanbergen of Belgium, and Professor Marzio Barbagli of Italy. The report on the United Kingdom (Scotland) is prepared by Professor Dahllof, Dr. Hargreaves, and M. Lafond, while the report on the United States (Maryland and Minnesota) is by Professor Skilbeck and Professor Denis Kallen of France. References are included with each report.(TE)

ED 292 216 EA 020 100
Tomlinson, Tommy M.
Class Size and Public Policy: Politics and Panacea.
Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PIP-88-838
Pub Date—Mar 88
Note—49p.; Contains a forward by Chester E. Finn, Jr., Assistant Secretary for Research and Improvement and Counselor to the Secretary, U.S. Department of Education.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-00000-326-1; $2.75).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Class Size, Comparative Analysis, *Educational Economics, *Educational Policy, Elementary Secondary Education, *Politics of Education, Resource Allocation, School Statistics, Teacher Responsibility, *Teacher Student Ratio

This document reviews the issue of class size reduction, analyzes the evidence from research on the relationship between class size and educational improvement, and cites findings supporting the view that the costs of class size reduction outweigh the benefits and that reducing class size to improve student achievement is inconsistent with the push to enhance teacher professionalism by placing greater demands on teachers. After an introductory overview, the following topics are discussed: (1) the context for reform; (2) the history of the debate; (3) the current debate; (4) perspectives on workload, including statistics on pupil/teacher ratio, pupils per class, pupil load, and staff ratios; and (5) sifting the evidence from standardized tests, state comparisons, and international comparisons. This is followed by a "lesson for America" on classroom culture and class size based on comparisons with the Japanese education system, and a discussion of what teachers can do to manage large classes. Forty-three references are included, and computations are appended. (TE)

ED 292 217 EA 020 150
Hadderman, Margaret
Team Management. ERIC Digest Series, Number EA25.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-R-88-005
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97401 ($2.50 handling charge on each order).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, *Board Administrator Relationship, *Cooperation, Elementary Secondary Education, *Management Teams, *Participative Decision Making, *Teacher Participation
Identifiers—ERIC Digests

The management team concept, which developed in response to increasingly complex problems facing schools, is not only compatible with democratic concepts but has also proved responsive to teacher and parent pressure to redistribute power, broaden decision-making participation, and improve administrative efficiency. The school management team, comprising a cross-section of central office and building level administrators, requires sound leadership from the superintendent, endorsement by the board, and a strong commitment to problem-solving and building trust among all participants. Despite good intentions, obstacles to participatory decision-making can result from incomplete information-sharing and misconceptions concerning levels of participation. Several districts illustrate effective team management practices. The management team approach can be strengthened and diversified by (1) including more women and minority administrators and (2) extending the collaborative work mode to department heads and regular teaching staff. The "second wave" of educational reform aims to restructure schools and reshape teachers' roles towards increased collegiality and decision-making responsibility. As administrator roles are reshaped to allow nonthreatening power-sharing with other staff, the entire school community will benefit from a collaborative learning and working environment. Included are nine references. (MLH)

EC

ED 292 218 EC 200 751
Shaver, James P. And Others
Is There A "Best" Way To Change Attitudes toward Persons with Disabilities? A Review of Research.
Pub Date—Apr 87
Note—61p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987). For a related document, see ED 286 335.
Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Attitude Change, *Disabilities, Effect Size, *Meta Analysis, *Research Methodology, Statistical Analysis

Meta-analysis was used to conduct an integrative review of the research on modifying attitudes toward persons with disabilities. Prior reviews, using small samples and lacking systematic data collection and analysis, were unable to draw firm conclusions about the effectiveness of attitude modification techniques. In the hope of correcting these deficiencies, an exhaustive search of all English-language research reports in the United States and Canada was undertaken that identified 667 potentially relevant items. Screening for relevance and adequacy of information reduced the accessible population for the integrative review to 273 reports describing a total of 644 treatment groups. A coding instrument containing some 162 categories was used and extensive quantitative analysis undertaken, but no clear-cut findings emerged. The major conclusion was that there had been a great deal of variety in the conditions under which the effectiveness of the various attitude modification techniques was investigated, that the variations were not systematically controlled, and that this confounded efforts to draw conclusions about treatment effectiveness. The consistent conclusion that research findings are equivocal may also reflect a reality that social-psychological phenomena are not amenable to systematization. Thirteen tables provide a detailed breakdown of study characteristics and effect sizes. (VW)

ED 292 219 EC 202 001
Peires, Juliette
The Presentation of Projects by High School Pupils in a Gifted Programme.
Pub Date—Jun 84
Note—14p.; Paper presented at the International

Conference: Education for the Gifted "Ingenium 20007" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Enrichment Activities, *Gifted, High Schools, *Independent Study, *Research Projects, Speech Skills, *Student Projects, Writing Skills
Identifiers—*Presentation Mode
Guidelines are offered for helping gifted high school students present oral and written presentations of individual learning projects. Students need to work toward a goal and accept responsibility for presenting the project formally. Written reports foster discipline, completed projects, and documentation for further study. Verbal reports offer advantages of providing immediate feedback, improved self-image, development of oral communication skills, and the ability to stress the most important points. Presentation audiences should comprise only those interested in the project or the presenter including parents, the school principal, teachers, mentors, and other interested students. Among administration difficulties that need to be overcome are finding an appropriate time period and place, obtaining necessary equipment, and providing for small group work. Also briefly noted are advertising of the presentation, teamwork projects, and various methods of presentation (direct lecturing, demonstration, video extracts, slide tape shows, dramatic performances, and art shows). (DB)

ED 292 220 EC 202 002
Malan, Ja
The Education of the Gifted Pre-School Child in the Nuclear Family.
Pub Date—Jun 84
Note—20p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, Cognitive Development, *Emotional Development, *Gifted, Humanistic Education, Language Acquisition, *Parent Child Relationship, *Parent Role, Young Children
The paper explores the role of parents and the nuclear family in optimal development of gifted preschool children. The family helps the child accomplish basic developmental tasks by adapting to the child's critical needs and interests in appropriate ways. While stimulating academic skills is important, affective education to aid the acquisition of confidence and self-worth is the family's major role. The child's conflicts in the areas of trust or mistrust and autonomy or shame/doubt must be resolved. Stimulation of language development has direct effects on development of thought processes. Self-confidence is built through parental warmth, respectful treatment, and clearly defined limits. Parents can demonstrate their acceptance and support through interest in the child, helping him or her to work through negative feelings, and participating in joint activities. (DB)

ED 292 221 EC 202 003
Taylor, C. A.
Planning Gifted Education: Opportunity for School-Based Curriculum Development.
Pub Date—Jun 84
Note—18p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Decentralization, Elementary Secondary Education, Foreign Countries, *Gifted, *School Based Management, Teacher Role
Identifiers—*South Africa
The paper presents a model of curriculum development and applies this model to education of the gifted in the Republic of South Africa. Strategies in curriculum development are classified as center-periphery (in which central authorities develop curriculum to be implemented at the local school level), school based (in which the same individuals both develop and implement the curriculum), and collaborative (which features teacher involvement in curriculum development conducted under the guidance of curriculum specialists). Other aspects discussed include the "seat" of curriculum development, the expertise required, and whether curriculum development is site specific or generic. Application of the model to education in South Africa shows that the present system of curriculum development is usually externally based, implemented as directed, and developed by experts other than classroom teachers. Schools developing their own gifted education curricula need to define a concept of giftedness, determine goals and content, design differentiation and teaching/learning strategies, and coordinate with existing organizational forms. (DB)

ED 292 222 EC 202 004
Kapp, Chris A.
The University as a Resource for the Education of the Gifted–Models, Methods, Myths and Maybes.
Pub Date—Jun 84
Note—21p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acceleration (Education), College Programs, *College Role, *College School Cooperation, Early Admission, *Educational Opportunities, Enrichment Activities, Foreign Countries, *Gifted, Higher Education, Intermediate Grades, Mentors, Secondary Education, *Special Programs, Supplementary Education, *Talent, Weekend Programs
Identifiers—*South Africa
Drawing upon successful practices by American and Canadian universities in providing educational opportunities for gifted children, this paper evaluates the feasibility of adopting similar programs in the Republic of South Africa. A rationale is presented for the role of the university in providing educational programs for gifted and talented pupils, and the goals of the university for existing gifted children programs are outlined. An overview of current practices in the United States divides the various practices into five categories: (1) acceleration through early college entrance, (2) courses lasting from 3 weeks to 2 months for students from grade 5 upwards, (3) courses offered on Saturday mornings for students from grade 4 upwards, (4) courses in specific subjects such as mathematics and science, and (5) individualized attention to gifted students by students in education. Also discussed are the advantages of gifted education programs, the problems encountered by universities, and recommendations stemming from these problems. The paper concludes with a list of gifted education opportunities that South Africa's universities should consider offering. (Author/JDD)

ED 292 223 EC 202 005
van Stekelenburg, A. V.
Classics for the Gifted: Evaluation.
Pub Date—Jun 84
Note—10p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classical Languages, Classical Literature, College Curriculum, *Communication Skills, *Cultural Awareness, Elementary Secondary Education, FLES, *Gifted, Higher Education, *Reading Improvement, *Second Language Instruction
Classical studies have value for all students and particular benefits for gifted students at all educational levels. A gradual retrenchment of formal, philological classical studies in elementary and secondary schools and universities has taken place in the last four decades. Once traditional Latin and Greek were dropped, however, many colleges recognized disadvantages faced by students lacking such training, especially those studying the arts; these colleges reinstituted classical civilization courses to provide the necessary background. The study of Latin and Greek, as with any other language, can enhance personality development through a broader awareness of another culture. Translation is a creative activity that heightens one's sensitivity to language structure and thereby improves one's communicative abilities. Also significant is the employment of classical studies at a lower, nonliterary level. Through the Foreign Language in Elementary School program, introduced in 1966, basic Latin instruction was begun in elementary schools. Test results showed that English reading scores of students who took any foreign language were significantly higher than those who took none. Additionally, English reading scores of students with one year of Latin instruction were higher than those who were in their fourth year of Spanish or French. (VW)

ED 292 224 EC 202 006
Claassen, J. M.
Classics for the Gifted: Some Practical Strategies.
Pub Date—Jun 84
Note—31p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Book/Product Reviews (072) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, Book Reviews, *Classical Literature, *Curriculum Development, Educational Games, *Enrichment Activities, Foreign Countries, *Gifted, *Latin, Reading, Secondary Education, *Second Language Instruction, Teaching Methods
Identifiers—Great Britain, Netherlands, *South Africa
The paper explores practical strategies for using classical studies to enhance the education of adolescent students, especially those who are gifted. It reviews progress, since 1900, in Latin teaching methods in Great Britain and the Netherlands and describes more recent work in South Africa, including the development of new curricula for teaching Latin as well as the annual reading competitions, linguistic and historical quizzes, and art competitions sponsored by the Classical Association of South Africa. A project is described in which 20 gifted students (aged 13-17) were asked to review new juvenile classical books and teaching packets. It spawned a range of other projects which are summarized. The students produced a slide-tape show, the full script of which is appended to the paper. The book and teaching packet reviews were edited by a student and reworked by the teacher in a review article which is also appended. Conclusions drawn from the project confirm that the classics have much to offer the gifted and that they also offer a new awareness that even random dipping into the classical world is a rewarding experience for both average and gifted pupils. (VW)

ED 292 225 EC 202 007
Marais, J. L.
Guidance for the Gifted.
Pub Date—Jun 84
Note—27p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Counseling, *Counseling Services, Counselor Role, Elementary Secondary Education, Foreign Countries, *Gifted, Group Counseling, Guidance Personnel, Guidance Programs, Individual Counseling, Parent Role, Student Needs, Underachievement
Identifiers—*South Africa
The paper reviews the literature and discusses guidance services for gifted students with special application to education in the Republic of South Africa. Specific subjects considered include: guidance services for the gifted, structure of services, personnel involved in guidance services for the gifted, the school guidance program for the gifted, social and educational concerns, career and vocational concerns, gifted underachievers, counseling parents of the gifted, and the future. A chart lists major counseling/instructional functions performed at various grade levels including individual counseling, group counseling, seminars, and classes. Another chart contrasts the role of the counselor in a parent-centered to a school-centered approach and recommends a partnership approach which stresses shared responsibility between parents and counselors. Shortages of scientists and other professionals in South Africa are noted; a better gifted education program is proposed as the remedy. (DB)

ED 292 226 EC 202 008
de K. Monteith, J. L. de Wet, J. J.
Personality and Other Characteristics of the Underachieving Gifted Pupil.
Pub Date—Jun 84
Note—22p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assertiveness, Foreign Countries, *Gifted, *High Achievement, High Schools, *Low Achievement, *Personality, Self Concept, Student Attitudes, *Student Characteristics, *Study Habits
Identifiers—South Africa
The study compared gifted achievers (N=50) and underachievers (N=50) with each other and with average ability achievers and underachievers. Subjects were obtained from the total standard 10 Afrikaans speaking cohort in the Orange Free State (Republic of South Africa). Ability/achievement discrepancy scores were calculated for the entire cohort, and students with the highest positive discrepancy scores were compared with students with the highest negative discrepancy scores. Also examined were academic achievement, study habits and attitudes, personality, school affect and academic self-concept, and a bibliographic self-report. Among findings were the following: gifted underachievers were more quilt prone and less self-assured, more casual, socially less controlled, emotionally less stable, more submissive, and less assertive than gifted achievers. Both average groups were more timid and less venturesome than the gifted groups with both groups of underachievers being more timid and less venturesome than achievers. Substantial differences between achieving and underachieving gifted pupils were found in all study habit and attitude variables except study time, suggesting less efficient study methods by underachieving students. Work methods of both gifted groups were superior to those of average students. Gifted underachievers had a less favorable attitude toward school and a poorer academic self-concept. (DB)

ED 292 227 EC 202 009
Smith, Ellen
Identifying and Nurturing Giftedness in the Creative Learning Environment of Ellerton Primary School.
Pub Date—Jun 84
Note—13p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acceleration (Education), *Creative Development, *Creativity Tests, Elementary Education, Enrichment, Foreign Countries, *Gifted, *Identification, Motivation, *Resource Room Programs, Self Actualization, *Student Characteristics
Identifiers—*Renzulli Scale Behavioral Charac Superior Students, Revolving Door Identification Model, South Africa
The internationally accepted definition of gifted children includes a range of factors that contribute to giftedness, but makes no mention of the child's motivation, capacity for self-initiation, or ability to work independently. Using the current definition, schools and teachers remain bound to gifted identification based on academic achievement and high IQ ratings. Creative ability should always be one of the bases for identifying gifted children. Ellerton Primary School in South Africa has used the Renzulli Scale for Rating the Behavioral Characteristics of Superior Students as an identification model. It obtains teacher ratings of the pupil's characteristics in the areas of learning, motivation, creativity, and leadership. Renzulli has determined that three clusters (above average ability, task commitment, and creativity) must be present and interact to produce creative achievement. Ellerton modifies the curriculum to accommodate the gifted or highly creative child in the mainstream as well as in a specifically designed system of revolving out and into small group situations. The specific methods used in the school for enrichment and acceleration are presented, the theoretical and practical bases for the encouragement of creativity are described, and the characteristics of the gifted child are identified. (VW)

ED 292 228 EC 202 010
Cawood, Joe And Others
Climbing the Ladder to Leadership-A Panel Discussion.
Pub Date—Jun 84
Note—40p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Committees, Curriculum Development, Foreign Countries, *Gifted, High Schools, *Leadership Qualities, *Leadership Training, *Student Leadership, Teaching Methods
Identifiers—South Africa
Five papers look at facets of leadership and its development in the schools. The first paper, "The Development of Pupil Leadership" by Joe Cawood, looks at definitions of giftedness which include leadership, and offers an inverted pyramid model of leadership development in schools. The second paper, "Class-Based and Subject-Related Leadership Development for School Pupils" by Sunita Conradie, identifies teaching strategies to foster leadership development, including an atmosphere of relaxed accpetance in the classroom and the incorporation into the syllabus of a theme on leadership. Strategies were successfully implemented in nine South Africa high schools. Appendixes list appropriate curriculum components, teaching methods, and activities. The next paper, also by Conradie, is entitled "Guidelines for the Identification of Leadership Potential in School Pupils." Guidelines are offered concerning early identification, continuous identification, and use of a multidimensional approach. The fourth paper, by Johan Slabbert, is titled "Leadership Development at Paul Roos Gymnasium" and describes a program which developed leadership skills through a system of class committees involved in project planning and decision making. The final paper, by Chris Kapp, is called "Creating the Climate for Climbing the Leadership Ladder." It looks at the role of prefect councils and head prefects in South Africa's schools and the development of a head prefect leadership training program in the Cape Province. (DB)

ED 292 229 EC 202 011
Olivier, A.
Blockages to Creativity.
Pub Date—Jun 84
Note—18p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Development, Creative Thinking, *Creativity, Divergent Thinking, Elementary Secondary Education, Foreign Countries, *Parent Role, *Teacher Role, *Values
The paper examines the nature of creativity and blockages to its expression especially in home and school settings in South Africa. A definition of creativity is offered which stresses the production of an original outcome or achievement. The creative process is broken down into the steps of preparation, incubation, illumination, and verification. Blockages within the child are identified next and include lack of time, habits, anxiety and fear of failure, fear of what others may think, and a feeling of inferiority. Among blockages to creativity located in parents are over-emphasis on success, inability to provide opportunities and stimulation for the child, autocratic discipline and rigidity, and evaluation at too early a stage. Specific blockages to creativity relating to the school include the emphasis of most syllabi on convergent thinking and teachers who present subject matter in a rigid manner, over-organize classroom activities, lack a sense of humor, use too much competition, implement an autocratic disciplinary code, and do not allow mistakes. Also serving as a block to creativity are the present examination system in South Africa and community values which stress competition and conformity. (DB)

ED 292 230 EC 202 012
Jardine, Neil
Attempts To Establish a Structured Programme for Gifted and Exceptionally Able Pupils in a South African High School.
Pub Date—Jun 84
Note—19p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Boarding Schools, Foreign Countries, *Gifted, Learning Activities, Males, *Program Descriptions, Secondary Education, Student Educational Objectives, *Talent Identification
Identifiers—South Africa
The paper describes and analyzes implementation procedures of a program for gifted students in a private boarding school for boys in South Africa. It examines the influence of factors such as time management, balance, staffing, staff attitudes, availability of resources, programs, long and short term objectives, and curriculum perspectives. Sections examine the gifted identification process; the concept of giftedness; the gifted as social and "sporting" individuals; and the need for the curriculum to be balanced and inclusive, offer individual attention, and encourage the pursuit of excellence. Also noted are the school's statement of purpose, the balance provided by voluntary choices within compulsory requirements, and the need to help gifted students manage their time well. Program activities in the areas of general culture, English, geography, history, mathematics, science, art, and Afrikaans are described. (DB)

ED 292 231 EC 202 013
Neethling, Kobus
Gifted Education: A General Perspective. What Every Teacher Should Know about Gifted Education.
Pub Date—Jun 84
Note—20p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Community Resources, *Delivery Systems, Educational Diagnosis, Elementary Secondary Education, Foreign Countries, *Gifted, Helping Relationship, Mentors, Models, *Program Effectiveness, Program Evaluation, Program Improvement, Teacher Certification, Teacher Education
This paper outlines major contributing factors in the manifestation of successful gifted education programs. The first factor, teacher training, involves the right of gifted children to be educated by specially qualified teachers. A teacher training model leading to certification for teachers of the gifted is described. The second factor, gifted identification, requires that giftedness and characteristics of the gifted be clearly defined. Delivery models are another contributing factor. As an alternative to the regular classroom, program prototypes for the gifted are listed, including acceleration programs, enrichment programs, and guidance programs. The use of community resources is also a factor, and a mentor program can be used to fill the gap of needs unmet in the classroom. The final factor is the importance of evaluating the gifted program. Throughout the paper, it is emphasized that the regular education teacher must undertake responsibility to ensure that the needs of gifted students are met. (Author)

ED 292 232 EC 202 014
van der Walt, J. L.
The School: A Killer of Giftedness?
Pub Date—Jun 84
Note—18p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Needs, *Educational Philosophy, Educational Practices, Elementary Secondary Education, Foreign Countries, *Gifted, *Marxism, *Opinions
Criticisms of the school as a killer of giftedness in children are cited. After defining giftedness and talent, the problem of educating the gifted child is raised, and opinions of "new left" educational theo-

rists are presented. Accusations against the school, based on its failure to meet the individual needs and the mental or cognitive characteristics of the gifted student, are summarized as are views of humanistic educators on gifted education. Finally, views of Marxist-Leninists on the handling of giftedness are offered. It is concluded that the school, if not a killer, is seen as, at the least, a suffocator of true giftedness. (DB)

ED 292 233 EC 202 015
Kotze, Paula
Informatics–Preparation for the Realities of the Future.
Pub Date—Jun 84
Note—28p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Literacy, *Computer Uses in Education, *Course Descriptions, Elementary Secondary Education, Foreign Countries, *Gifted, *Problem Solving, *Programming, Special Schools
Identifiers—South Africa
The paper describes the informatics curriculum (the study of computer hardware and software as a tool in problem solving) in a special school for gifted children in South Africa. The program's aims (including development of a structured approach to general problem solving and stimulation of pupil interest in technology) are listed and discussed. A syllabus covering a 6-year program from standard (grade) 5 through standard 10 is presented. Concepts covered include computer components, algorithms and flow charts, BASIC commands, number systems, subroutines, functions, Boolean algebra, logical operations, systems theory, operations on matrixes, FORTRAN, computer graphics, and PASCAL. Examples of students' written programs and subprograms and a sample problem for student solution are offered. (DB)

ED 292 234 EC 202 016
Calitz, L. P.
A Competency Based Teacher Training Programme for the Instruction of Gifted and Talented Children.
Pub Date—Jun 84
Note—21p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Acceleration (Education), Classroom Techniques, *Competency Based Teacher Education, *Curriculum Development, Educational Needs, Enrichment Activities, Foreign Countries, *Gifted, *Individual Needs, Preservice Teacher Education, *Special Programs, *Talent, Teacher Qualifications, Teacher Role, Teaching Methods, Teaching Skills
A competency-based approach to gifted education is presented which recognizes the importance of developing teaching approaches to meet the needs of individual children. The paper begins with a definition of giftedness and talent and a description of parameters in the planning and design of a curriculum for gifted pupils. Four differentiation strategies to meet individual educational needs are outlined: enrichment, acceleration, individualization, and grouping. Characteristics of gifted children and special qualities needed by teachers of the gifted are listed. Competency-based teacher education is described as an attempt to improve teaching directly, through scientific methods. Basic teaching functions are explained, along with teaching skills and competencies which support those functions. The final section discusses the change in the teacher's role from being the only source of knowledge to being a manager of educational resources. Classroom management techniques for effectively implementing this new role are reviewed. (JDD)

ED 292 235 EC 202 017
Alston, Ken S.
Revolutionising the Tried and Trusted (An Examination of the Magnet Class System).
Pub Date—Jun 84
Note—19p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Grouping, Ability Identification, Academic Achievement, Acceleration (Education), *Curriculum Development, Elementary Education, Foreign Countries, *Gifted, Grouping (Instructional Purposes), Integrated Activities, Mainstreaming, *Multigraded Classes, Outcomes of Education, *Program Development, Social Development, *Student Placement, Teaching Methods
Identifiers—*South Africa (Capetown)
A school system in Cape Town, South Africa, developed a program called the "Combined Magnet Class" to serve gifted pupils from standards (grades) 3-5 in one classroom. Changes to the standard curriculum were made, and a pupil-determined pace was adopted. The pupils studied English, Afrikaans, and mathematics using a syllabus, for examination purposes. Geography, history, and science were integrated into projects, general discussions, and individual research. Such nonacademic subjects as art, woodworking, singing, physical education, and speech were done with age peers in other classes. In the program development process, careful attention was given to social factors, parental concerns, the need for physical space, and pupil selection procedures. The success of the program is evidenced by the pupils' academic achievement in English, Afrikaans, mathematics, history/geography/science, and integrated projects, along with their outstanding social development and their ease of transfer to high school. An evaluation of the program's applicability to other school systems concludes the paper. (JDD)

ED 292 236 EC 202 018
Ungerer, E.
Initiating Realistic Programmes for Gifted Pupils in Secondary Schools in the Cape Province within the Boundaries of the Present Educational System, with Special Reference to the Problems Surrounding this Transitional Period.
Pub Date—Jun 84
Note—22p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Creativity, *Curriculum Design, Foreign Countries, *Gifted, Models, *Program Development, Program Evaluation, Resource Room Programs, Secondary Education, Student Evaluation, *Talent Identification, *Teaching Methods
Identifiers—*Blooms Taxonomy, *South Africa (Cape Province)
The paper describes steps taken in initiating a program for gifted students undertaken in 11 secondary schools in Cape Province, South Africa. The development of an identification model was made difficult because the fixed South African educational system inhibits creativity and productive thinking abilities. Factors used to select students for the program included previous and current academic achievement, intelligence quotient behavior characteristics, and teacher and pupil nominations. Differentiated goals were developed for each participating school based on numbers of students and staff involved, facilities available, and geographical area. Within each school, a steering committee of interested staff designed a prototype program which used combinations of the four available teaching strategies: enrichment, grouping, acceleration, and guidance. The system of withdrawal is used heavily in all 11 schools. Curriculum design presented the greatest difficulty for each school; the most popular model used was Bloom's Taxonomy of Objectives. The Betts and Knapp model on autonomous learning was also useful. Evaluations considered both the program as a whole and the individual pupil's work. Descriptive examples of programs developed in three of the schools are provided. (VW)

ED 292 237 EC 202 019
Nel, J. F.
The Actualization of Giftedness at the Extracurricular Centre for Highly Gifted Children in Pretoria.
Pub Date—Jun 84
Note—16p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984). Some diagrams will reproduce marginally because they contain small type.
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acceleration (Education), Curriculum Development, Elementary Secondary Education, *Enrichment Activities, Extracurricular Activities, Foreign Countries, *Gifted, Humanistic Education, *Program Development, *Self Actualization, *Special Programs
Identifiers—*South Africa (Transvaal)
This paper describes the philosophy and development of the Extracurricular Centres for Highly Gifted Children in Transvaal, South Africa. The centers' concepts of "gifted" and "highly gifted" are defined, and characteristics of gifted children are listed. The centers offer enrichment and acceleration classes in subjects outside the usual school curriculum and are attended by primary and secondary school pupils. The program consists of study units or themes chosen from various subjects, emphasizing individual work, independent research and discovery, and projects. Classes are small, and students have freedom of choice regarding preferred subjects. The centers' general objective in gifted education is to present structured guidance for the development of a creative, problem-solving ability rather than details concerning the practicalities of present-day life. An explanation of the centers' theoretical framework focuses on the belief that gifted children should be involved in totality and their giftedness should not in the end depend entirely on intellectual ability but on functioning-in-totality. In this way, actualization becomes his or her own, self-made actualization. (JDD)

ED 292 238 EC 202 020
Kachelhoffer, P. M.
The Gifted: Fiction and Reality of Their Teaching in Tertiary Education.
Pub Date—Jun 84
Note—17p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, *Cognitive Development, *Educational Change, Elementary Secondary Education, Foreign Countries, *Gifted, Independent Study, Individualized Education Programs, Postsecondary Education, *Program Development, Teaching Methods
Identifiers—*South Africa (Transvaal)
This paper reviews the current status of gifted education in South Africa and makes recommendations for improvements. Characteristics of the gifted and procedures for identifying gifted children are described, emphasizing the importance of identifying the gifted as early as possible. Provisions for differentiated gifted education, as currently implemented in the Transvaal, are outlined along with programs which could be developed. Research on cognitive development is examined, and the impact of the research on educating gifted students is explored. Recommended strategies for accommodating the gifted in tertiary education focus on individualized educational programs, independent learning, and effective teaching. (JDD)

ED 292 239 EC 202 021
Passow, A. Harry
Education of the Gifted in World Perspective.
Pub Date—Jun 84
Note—18p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Acceleration (Education), Educational Policy, *Educational Practices, Elementary Secondary Education, Emotional Development, Enrichment Activities, Extracurricular Activities, *Foreign Countries, *Gifted, Gifted Disadvantaged, Mainstreaming, *Program Development, *Special Education, Teacher Education
Identifiers—Australia, Great Britain, Israel, Poland
Various approaches to educating the gifted and

talented around the world are illustrated through descriptive reviews of gifted education in selected countries, including: Australia; Poland; England, Scotland, and Wales; and Israel. Following these reviews is an examination of several issues in gifted education around the world. This examination encompasses: the domination of intellectual giftedness within the concept of giftedness, identification procedures which involve assessment of intellectual or academic aptitude, the use of special classes or integrated classes, acceleration versus enrichment, curricular and instructional differentiation, teacher education, out-of-school provisions for gifted education, affective development of the gifted, the gifted disadvantaged, and research and evaluation in gifted education. The paper concludes with the observations that gifted education has a cyclical history in many countries and seems to be an esoteric endeavor rather than part of the educational mainstream. (JDD)

ED 292 240 EC 202 022
Recchia, Susan L.
Learning to Play–Common Concerns for the Visually Impaired Preschool Child.
Blind Childrens Center, Los Angeles, CA.
Pub Date—87
Note—15p.
Available from—Blind Childrens Center, 4120 Marathon St., P.O. Box 2915, Los Angeles, CA 90029-0159 (free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Development, *Behavior Modification, Child Development, Early Childhood Education, *Exploratory Behavior, *Interpersonal Competence, Parent Child Relationship, Partial Vision, *Play, Toys, *Visual Impairments
Certain play situations are very difficult for young visually impaired children. This booklet focuses on three areas of play: exploring toys and materials, making transitions from one activity to another, and playing with other children. Through anecdotal descriptions of common situations encountered by caregivers, the booklet discusses why these areas of play sometimes pose problems for blind children and shares suggestions for resolving them. (JDD)

ED 292 241 EC 202 023
McMullen, Victoria B.
A Cognitively-Based Communication Curriculum for Persons with Multiple Handicaps Functioning between 0-24 Months Developmentally.
Pub Date—Jul 86
Note—185p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Assistive Devices (for Disabled), Child Development, *Cognitive Development, Cognitive Processes, Communication Aids (for Disabled), *Communication Skills, Diagnostic Tests, Early Childhood Education, Elementary Secondary Education, Evaluation Methods, Expressive Language, Imitation, *Multiple Disabilities, Object Permanence, Prompting, Receptive Language, Sequential Learning, *Severe Disabilities, Student Evaluation, *Training Methods
Identifiers—Cause Effect Relationship, Piaget (Jean), van Dijk (J)
This curriculum provides a sequence of activities designed to help develop cognitive and communication skills in severely and profoundly multi-handicapped individuals who are functioning between 0 and 24 months. Based on the principles that communication begins at birth and that educational programming must begin at the point where the handicapped child's sensory and/or motor development deviated from the normal, the curriculum relies on Jean Piaget's developmental theory and J. van Dijk's movement-based model of communication. The following subskills are included: the understanding of cause and effect relationships, the development of object permanence, imitative skills, receptive language skills, and expressive language skills. The curriculum's behavioral objectives are presented sequentially, and each objective is accomplished by an enabling activity and evaluation method. Appendices discuss: methods for assessing visual functioning, auditory functioning, and motor skills; methods of instructional prompting; and the use of microswitches by multiply handicapped individuals. (JDD)

ED 292 242 EC 202 024
Mumford, Thelma
The Development and Implementation of a Program To Improve the Performance of Underachieving Gifted Students.
Pub Date—Apr 87
Note—122p.; Ed.D. Individual 2 Report, Nova University.
Pub Type— Reports - Research (143) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Ability Identification, *Academic Achievement, *Academically Gifted, Aptitude, Critical Thinking, *Educational Counseling, Eligibility, Intermediate Grades, *Intervention, Junior High Schools, Language Arts, Mathematics Skills, *Outcomes of Education, Parent Counseling, Prevention, Program Development, School Districts, State Programs, Test Wiseness, *Underachievement
Identifiers—*Atlanta Public Schools GA
A program was designed to reduce the academic gap between aptitude and achievement of 150 gifted underachievers in grades 5-8 who had been removed from a Georgia-funded gifted program due to poor achievement test scores and were subsequently enrolled in the Atlanta Public School System's locally funded gifted program. The program also sought to have fewer than 10% of the 1,800 gifted students currently enrolled in the state-funded gifted program be judged as underachievers. The program's three components included: (1) educational intervention in test taking, critical thinking, language arts, and mathematics skills; (2) student counseling; and (3) parent counseling. After intervention, 110 of the 150 students from the locally funded gifted program met the state eligibility achievement criterion and were reenrolled in the state-funded program for the gifted, while only one of the 180 students enrolled in the state-funded program was terminated and placed in the locally funded gifted program. (Author/JDD)

ED 292 243 EC 202 025
Allen, Liz
Like Other Children.
Centre for Studies on Integration in Education, London (England).
Report No.—ISBN-0-946828-13-X
Pub Date—Oct 87
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Administrator Attitudes, Admission (School), *Downs Syndrome, Educational Diagnosis, Educational Legislation, Educational Therapy, Elementary Education, Foreign Countries, *Mainstreaming, Needs Assessment, *Parent Participation, Parent School Relationship, *School Choice, School Districts, School Policy, Special Education, Student Evaluation, *Student Placement, Teacher Attitudes
Identifiers—*Education Act 1981 (England), *England
This pamphlet chronicles the study of Kirsty Arrondelle, an 11-year-old girl with Down's Syndrome, focusing on her attendance at a local infants school in Berkshire (England), her later acceptance at a primary school in Hertfordshire, and her preparation for transfer to secondary school. It details the struggle of Kirsty's parents to have her mainstreamed in ordinary schools, in their belief that her special educational needs should not be seen as separate from her personal and social needs. Discussed are Kirsty's special educational programming; the resources allocated for her special needs by the local education authorities; the lengthy process required for formal assessment of her special educational needs as provided for in the 1981 Education Act; and opinions and attitudes of her teachers, other education professionals, and local school authorities. (JDD)

ED 292 244 EC 202 026
Smith, Corinne Roth
Adapting Piano Instruction to the Needs of Children with Learning Disabilities: Merging Research & Intervention.
Pub Date—Feb 87
Note—38p.; Paper presented at the Annual International Conference of the Association for Children and Adults with Learning Disabilities (24th, San Antonio, TX, February 25-28, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, *Educational Principles, Elementary Education, *Learning Disabilities, *Mild Mental Retardation, *Music Education, *Music Reading, Program Development, Self Expression, Skill Development, *Teaching Methods
Identifiers—*Piano Instruction
A music reading program was successful in teaching note reading in a nearly errorless fashion to one educable mentally handicapped and two learning-disabled piano students (aged 6-13). The program was based on principles extracted from the psychological and educational research literature and included the need to: (1) use symbols that catch children's attention; (2) match content to readiness level; (3) match methods to cognitive style; (4) adapt to uneven rates of learning; (5) match materials to gestalt scanning preferences; (6) match methods to vertical discrimination preferences; (7) incorporate motor reinforcement activities; (8) isolate hands and coordinate mirror movements; (9) plan for inhibitory motor movements; (10) distribute practice into short sessions at frequent intervals; (11) match timing to information processing speed; (12) match repetitions to students' practice needs; (13) avoid perceptual overloading; (14) teach self-verbalization as a learning strategy; (15) enhance motivation by use of individualized incentives; and (16) involve parents. The paper stresses the importance of encouraging instrumental instruction for handicapped children, in order to provide them with opportunities for self-expression and self-satisfaction, to avoid social isolation, and for integration with their culture's aesthetic experiences. (JDD)

ED 292 245 EC 202 027
Pulice, Pat
Autism and Attachment: An Attachment-Based Intervention Guide for Children with Autism and Other Pervasive Developmental Disorders.
Minneapolis Children's Medical Center, MN.
Pub Date—87
Note—84p.
Available from—Minneapolis Children's Medical Center, ECCID, 2520 Minnehaha Ave., South, Minneapolis, MN 55404 ($11.95 plus $1.50 postage and handling, discount available).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Affective Behavior, *Attachment Behavior, *Autism, Child Development, Developmental Stages, Early Childhood Education, Educational Therapy, Elementary Secondary Education, Emotional Development, *Emotional Disturbances, Integrated Activities, Interaction, Interpersonal Relationship, *Intervention, *Parent Child Relationship, Program Development, *Training Methods
This guide presents methods for promoting integrated development in autistic children, through the use of attachment-based activities. The first section reviews the literature on autism, including its etiology, diagnosis, treatment, and attachment research. The second section describes the Minneapolis Children's Medical Center program, called Exceptional Children with Communication and Interaction Disorders (ECCID) where the attachment activities were developed. This section lists attachment behaviors, charts the early developmental skills important to the development of attachment, and provides a framework for fostering the development of those interactional behaviors that are crucial to attachment and to learning. The framework components include activity development, activity presentation, a causal component where the child initiates attachment cueing responses, and an effect component where the adult responds to maintain the interaction and promote attachment. A developmental progression of activities is presented within the framework and includes observation, positive interactions, organization of the environment, focus and persistence, sequential organization, and permanence. The volume concludes with highlights of the clinical results brought about by the program; examples of forms, records, and monitoring instruments used in the program; and an extensive bibliography. (JDD)

ED 292 246 EC 202 028
Nollette, Cindy Dolby
Autism...A Family Affair: A Curriculum for Use with Siblings of Special Needs Children.
Minneapolis Children's Medical Center, MN.
Pub Date—85
Note—60p.; Second printing, April 1986.

Available from—Minneapolis Children's Medical Center, ECCID, 2520 Minnehaha Ave., South, Minneapolis, MN ($11.95 + $1.50 postage and handling, discount available).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Autism, *Behavior Disorders, *Curriculum, Early Childhood Education, Elementary Education, *Emotional Disturbances, Family Involvement, Family Life, Helping Relationship, Interaction, *Interpersonal Relationship, Intervention, Junior High Schools, Learning Activities, Program Development, Questionnaires, Self Concept, Self Esteem, *Siblings, Social Support Groups
This volume describes the Sibling Support Program at the Program for Autistic and Other Exceptional Children sponsored by Minneapolis Children's Medical Center, and includes the sibling curriculum used by the program. The curriculum was designed for children aged 4-14 who have siblings with autism or other moderate to severe disorders of interaction, communication, learning, and behavior. The program's six themes aimed to investigate individual and global issues and anxieties as well as some of the pleasures and strengths resulting from having a brother or a sister with a handicapping condition. The themes were: getting to know each other, self-identity and self-esteem, sibling relationships, understanding handicaps, family systems, and concluding discussions and activities. Seventeen sample activities are presented, each including the activity's goal, procedures, time involved, number of participants, and appropriate ages. The volume concludes with staff impressions of the sibling group's experiences and examples of pre- and post-program questionnaires and other survey forms for parents and siblings. (JDD)

ED 292 247 EC 202 029
Turnbull, Ann Shaffer, Harriet
Family State-of-the-Art Conference: A Summary of Conference Proceedings (Alexandria, Virginia, February 27-28, 1986).
Georgetown Univ. Child Development Center, Washington, DC.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—86
Note—83p.; Prepared by the National Center for Networking Community Based Services.
Available from—CASSP Technical Assistance Center, Georgetown University, Child Development Center, Georgetown University Hospital, 3800 Reservoir Rd., N.W., Washington, DC 20007 ($4.00).
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Advocacy, Case Studies, Daily Living Skills, Delivery Systems, Demonstration Programs, *Disabilities, Emotional Development, *Family Involvement, *Family Life, Financial Needs, Health Needs, Helping Relationship, Individual Needs, Legal Aid, Leisure Time, *Needs Assessment, *Program Improvement, Public Policy, Sexuality, Socialization, *Social Services, Special Education, Vocational Education
These summarized proceedings focus on the positive aspects of knowing, living with, and loving a child or an adult with a disability and ways in which service providers and policymakers could be more responsive to special family needs. An introductory chapter defines a family and family life and outlines seven premises that shape the specification of needs and strategies for enhancing family life. The report then addresses five areas of family life: daily living and health; educational and vocational development; financial, legal, and advocacy issues; socialization, leisure, and sexuality; and emotional development. Each section begins with a vignette written by a participant to illuminate family life with a disabled person. Each section then presents a list of needs, recommended strategies to respond to those needs, a brief description of a model program, a summary table with cross references between strategies and needs, and two case studies. Recommendations involve such issues as accepting families' and disabled persons' desires for placements in integrated settings, providing flexibility in guidelines for funding services, and allowing families to decide which services they actually want to use. (JDD)

ED 292 248 EC 202 030
Catastrophic Health Insurance: The Needs of Children. Joint Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging and the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Pub Date—23 Mar 87
Note—298p.; Aging Committee Pub. No. 100-629. Parts of the document contain small print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Disabilities, *Diseases, Early Childhood Education, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Financial Support, *Health Insurance, Health Services, Hearings, National Organizations, Pediatrics, Personal Narratives
Identifiers—*Catastrophic Insurance
This joint hearing, held on March 23, 1987, focused on the needs of chronically ill children for catastrophic health insurance. The first panel included the personal accounts of young Americans with chronic health problems, their parents, and a spokesperson from the National Foundation for Home Care. The second panel illustrated the dimension of the problem and included presentations from the Foundation for Hospice and Home Care, American Academy of Pediatrics, Western Association of Children's Hospitals, and National Maternal and Child Health Resource Center. The third panel outlined responses to the catastrophic health care needs of children, prepared by representatives from the Children's Defense Fund, National Association of Children's Hospitals and Related Institutions, and Consortium for Citizens with Development Disabilities. The appendix, which comprises nearly half the document, contains correspondence, reports, and prepared statements from a member of Congress, national organizations, a medical school, and concerned citizens. (JDD)

ED 292 249 EC 202 031
Wakefield, John F.
The Outlook for Creativity Tests.
Pub Date—Nov 87
Note—34p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Admission Criteria, *Cognitive Processes, *Creativity, *Creativity Tests, Divergent Thinking, Intelligence, Interest Inventories, *Models, Personality Measures, Problem Solving, Psychometrics, Situational Tests, Special Programs, *Talent Identification, *Test Construction
Identifiers—Problem Finding, Thematic Apperception Test
The history of divergent-thinking tests suggests that new approaches to creativity testing are needed. Research has focused on the relation of creativity to insight, divergent problem solving, problem finding, and intelligence. A proposed situational model of creativity defines creativity as a meaningful response to open-problem, open-solution situations. The model explains relationships between different types of thinking skills and explains why creativity and intelligence are not highly correlated. Based on this model, a new test of creativity is being developed, using the blank card of the Thematic Apperception Test and blank cards in divergent-thinking messures that use pattern and line meanings. No one current measure of creativity is adequate, but combinations of intelligence tests, problem-solving tests, personality tests, and occupational interest inventories can provide multiple criteria for decisions on special program admission. Psychometric data should not be the only data on which admissions decisions are based. Peer or teacher nominations or juried evaluations of creative performances need to be considered. A 57-item reference list is included. (JDD)

ED 292 250 EC 202 032
Frick, Theodore W. And Others
Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Final Report. Executive Summary.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—30 Dec 86
Grant—G008301778
Note—28p.; For related documents, see EC 202 033-036.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Assisted Testing, Computer Literacy, *Computer Managed Instruction, *Computer Uses in Education, *Disabilities, Higher Education, *Preservice Teacher Education, *Special Education Teachers
Identifiers—*Project STEEL
The document presents the executive summary of the final report of Project STEEL (Special Teacher Education and Evaluation Laboratory), a 3-year study at Indiana University. Project STEEL achieved four major goals: (1) development, implementation, and evaluation of a microcomputer-based observation system for codification, storage, and summarization of special education trainees' classroom teaching performances; (2) development, field testing, and evaluation of computer literacy training procedures and materials for preservice and inservice special education teachers; (3) development, implementation, and evaluation of a computer-based testing system for assessing teacher knowledge; and (4) development and preliminary evaluation of a computer-based information management system for storing and retrieving data on special education teachers' performances during their preservice training program. The report concludes that the microcomputer-based observation and feedback system was clearly effective in altering teacher behavior, that the computer literacy training modules developed are an effective instructional package, that the computer-based testing system can help college instructors assess students' acquisition of cognitive objectives, and that the computer-based information management system provides an efficient and secure method for total program evaluation. (DB)

ED 292 251 EC 202 033
Frick, Theodore W. And Others
Microcomputer-Based Assessment of Preservice Special Education Teachers. Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Volume I. Final Report.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—30 Dec 86
Grant—G008301778
Note—183p.; For related documents, see EC 202 032-036.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Classroom Observation Techniques, Computer Assisted Testing, *Disabilities, Educational Practices, Higher Education, *Instructional Effectiveness, Microcomputers, *Preservice Teacher Education, *Special Education Teachers, *Teacher Effectiveness
Identifiers—*Project STEEL
The document is part of the final report on Project STEEL (Special Teacher Education and Evaluation Laboratory) intended to extend the utilization of technology in the training of preservice special education teachers. This volume focuses on the first of four project objectives, the development and implementation of a microcomputer-based assessment system for preservice special education teachers. Activities of Year 1 included data gathering on teacher behaviors, software development, observer training and field testing, and trainee feedback. Year 2 activities involved revision of the microcomputer-based observation system (MBOS), Project STEEL observation system field tests, application to the undergraduate program, use by graduate supervisors, and students' reactions to the system.

Year 3 activities included evaluation of the preservice teacher group data, and an effectiveness study. This study is presented in its entirety. Preservice special education students (N=27) in the multiple baseline study received information on the concept of Academic Learning Time (ALT) and the relationship between this information and MBOS. Feedback was provided in the form of either traditional field notes or computer-based feedback. Results demonstrated that the computer-based feedback significantly increased rates of effective teaching behavior compared to field note feedback. (DB)

ED 292 252 EC 202 034
Frick, Theodore W. And Others
Special Education Teacher Computer Literacy Training. Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Volume II. Final Report.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—30 Dec 86
Grant—G008301778
Note—246p.; For related documents, see EC 202 032-036.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Computer Literacy, *Computer Uses in Education, Curriculum Development, *Disabilities, Microcomputers, Programing, *Special Education Teachers, *Teacher Education, Word Processing
Identifiers—*Project STEEL
The document is part of the final report on Project STEEL (Special Teacher Education and Evaluation Laboratory) intended to extend the utilization of technology in the training of preservice special education teachers. This volume focuses on the second of four project objectives, the development of a special education teacher computer literacy training package. The training program is a multi-media (lecture/print/transparency material) flexible curriculum in eight modules stressing current microcomputer technology and potential classroom applications. The major portion of the document consists of the training curriculum with modules on: introduction to microcomputers (history of computers and structure and operation); software applications (examples of uses in math, reading, spelling, and readability determination); introduction to word processing (educational and classroom uses of word processing); evaluation of educational software; introduction to authoring systems; BASIC programming; resource materials; and conclusions regarding microcomputer applications in special education. Also included are results of course evaluations during the three years of the course development and modification. (DB)

ED 292 253 EC 202 035
Frick, Theodore W. And Others
Computer-Based Testing System. Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Volume III. Final Report.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—30 Dec 86
Grant—G008301778
Note—64p.; For related documents, see EC 202 032-036.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Assisted Testing, *Disabilities, Feedback, Formative Evaluation, Higher Education, Mastery Learning, *Preservice Teacher Education, *Special Education Teachers, Student Educational Objectives
Identifiers—*Project STEEL
The document is part of the final report on Project STEEL (Special Teacher Education and Evaluation Laboratory) intended to extend the utilization of technology in the training of preservice special education teachers. This volume focuses on the third of four project objectives, the development and implementation of a computer-based testing system. The system, designed for use in undergraduate and graduate level special education teacher preparation programs, was developed and formatively evaluated on the Indiana University VAX minicomputers during the second and third years of the project. A major purpose of the system is to facilitate regular testing of student progress while minimizing faculty time spent grading tests. The system can easily be integrated with the STEEL Information Management System and is particularly appropriate for programs which espouse mastery learning principles. The document describes the system and includes screen displays to illustrate typical user interaction with the testing system while accessing one of the item pools developed for a specific course objective. (Author/DB)

ED 292 254 EC 202 036
Frick, Theodore W. And Others
Computer-Based Information Management System. Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Volume IV. Final Report.
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—30 Dec 86
Grant—G008301778
Note—64p.; For related documents, see EC 202 032-035.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Computer Assisted Testing, *Computer Managed Instruction, *Databases, Demography, Higher Education, *Mild Disabilities, *Preservice Teacher Education, Recordkeeping
The document is part of the final report on Project STEEL (Special Teacher Education and Evaluation Laboratory) intended to extend the utilization of technology in the training of preservice special education teachers. This volume focuses on the fourth of four project objectives, the development and preliminary evaluation of a computer-based management system. The STEEL Information Management System maintains three primary types of information bases on students enrolled in the undergraduate special education (mildly handicapped) program at Indiana University: (1) demographic information; (2) observational data collected in field experience situations; and (3) test performance obtained using the STEEL computer-based testing system. The system was developed using Scientific Information Retrieval database management software. Each student is individually identified and all data records linked to that individual's case identification number. Student information is accessed through currently developed functions designed for faculty use. Sample functions include: accessing the mail system, adding observation data to the student database, updating a student profile, and summarizing a student's observation data. A typical user interaction session is also provided. (Author/DB)

ED 292 255 EC 202 037
Patton, Patricia L. And Others
Transition from School to Work: A Guide for Parents of Learning Disabled Youth.
San Diego State Univ., CA. Dept. of Special Education.
Spons Agency—Department of Education, Washington, DC.
Pub Date—84
Note—45p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advocacy, Career Planning, *Education Work Relationship, Employment Potential, Federal Legislation, Job Search Methods, Job Training, *Learning Disabilities, *Parent Participation, Parent Responsibility, Parent Rights, *Parent Role, Secondary Education, Student Educational Objectives, Student Rights, Teacher Responsibility, *Transitional Programs, *Vocational Education
Identifiers—California, California Master Plan for Special Education, Education for All Handicapped Children Act, Rehabilitation Act 1973
This booklet is designated to help parents in California find training, jobs, and services for their learning disabled children. Information is presented on how to represent their children's vocational education and job training needs and prepare them for vocational opportunities. An introductory chapter outlines the importance of working, the capability of handicapped people to become competent workers, and the parents' role in the transition from school to work. Section 2, "Wheel of Transition," addresses six major issues that contribute to the transition process: independent living skills, social skills, career awareness, the individualized education program, vocational education, and work experience. Sections 3 and 4 cover parent and professional responsibilities and parent and child rights according to the Education for All Handicapped Children Act, the California Master Plan for Special Education, and the Rehabilitation Act of 1973. Also provided are a directory of support groups and resources for parents, tips on looking for a job, a transition check list, and forms for job seeking background information and a 6-year educational/career plan. (JDD)

ED 292 256 EC 202 038
Handicapped Persons' Rights under Federal Law. Information for Those Who Have Rights and Responsibilities under Section 504 of the Rehabilitation Act of 1973.
Office for Civil Rights (ED), Washington, DC.
Pub Date—Jan 87
Note—19p.; For Spanish version, see EC 202 039.
Available from—Office for Civil Rights, Education Department, 330 C St. S.W., Washington, DC 20202.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accessibility (for Disabled), Civil Rights, *Disabilities, *Educational Discrimination, Elementary Secondary Education, Eligibility, Equal Education, *Equal Opportunities (Jobs), Federal Aid, *Federal Legislation, *Federal Regulation, Grievance Procedures, *Handicap Discrimination, Health Services, Postsecondary Education, Preschool Education, Social Services, Welfare Services
Identifiers—*Rehabilitation Act 1973 (Section 504)
This pamphlet explains Section 504 of the Rehabilitation Act of 1973, which outlaws disability discrimination in programs receiving federal funds and the extensive regulations stemming from Section 504. The rights and responsibilities of handicapped persons are related to the following issues: eligibility for coverage under the law; program accessibility; preschool, elementary, secondary, and adult education; postsecondary education; health, welfare, and social services; and employment practices. Procedures for filing a complaint of discrimination are included, along with a list of regional civil rights offices of the U.S. Department of Education's Office for Civil Rights. (JDD)

ED 292 257 EC 202 039
Los Derechos de las Personas Incapacitadas Bajo la Ley Federal. Seccion 504 de la Ley de Rehabilitacion de 1973 (Handicapped Persons's Rights under Federal Law. Section 504 of the Rehabilitation Act of 1973).
Office for Civil Rights (ED), Washington, DC.
Pub Date—Jan 87
Note—19p.; For English version, see EC 202 038.
Available from—Office for Civil Rights, Education Department, 330 C St. S.W., Washington, DC 20202.
Language—Spanish
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accessibility (for Disabled), Civil Rights, *Disabilities, *Educational Discrimination, Elementary Secondary Education, Eligibility, Equal Education, *Equal Opportunities (Jobs), Federal Aid, *Federal Legislation, *Federal Regulation, Grievance Procedures, *Handicap Discrimination, Health Services, Postsecondary Education, Preschool Education, Social Services, Welfare Services
Identifiers—*Rehabilitation Act 1973 (Section 504)
This Spanish-language pamphlet explains Section 504 of the Rehabilitation Act of 1973, which outlaws disability discrimination in programs receiving federal funds and the extensive regulations stemming from Section 504. The rights and responsibilities of handicapped persons are related to the following issues: eligibility for coverage under the law; program accessibility; preschool, elementary, secondary, and adult education; postsecondary education; health, welfare, and social services; and employment practices. Procedures for filing a complaint of discrimination are included, along with a list of regional civil rights offices of the U.S. Department of Education's Office for Civil Rights. (JDD)

ED 292 258 EC 202 040

Special Education Curriculum (Computerized IEP Catalog).
Garland Independent School District, TX.
Pub Date—Sep 86
Note—1,202p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF09/PC49 Plus Postage.
Descriptors—Behavioral Objectives, Competency Based Education, *Computer Managed Instruction, Computer Uses in Education, *Curriculum, *Disabilities, Early Childhood Education, Elementary Secondary Education, *Individualized Education Programs, Instructional Materials, Management Information Systems, Resources, *Special Education, *Student Educational Objectives

This special education curriculum, developed by the Garland (Texas) Independent School District, outlines the basic tools for preparing an Individual Educational Plan (IEP) for each handicapped student. The curricular information is organized and coded to facilitate computerized printing of the IEP. The document begins with a list of 13 handicapping conditions, 20 responsible staff positions, 119 curriculum areas, and almost 1,000 suggested resources/materials, along with their computer codes. Long-term goals are provided for the areas of reading, written expression, math, spelling, early childhood, hospital/homebound, occupational/physical therapy, vision, adapted physical education, developmental instruction/life skills, preverbal, early language, language, articulation, fluency, vocational life skills, tongue thrust, voice, behavior, and maintenance of essential elements. Short-term objectives comprise the following section and are categorized as follows: social/emotional, speech and language, visually handicapped, adapted physical education, occupational/physical therapy, life skills, early childhood, elementary, secondary, and maintenance. Some of the objectives are accompanied by the codes for appropriate materials from the "Suggested Resources/Materials" list. The volume concludes with competency tests for each area. (JDD)

ED 292 259 EC 202 041
Preschool Orientation and Mobility Project for Visually Impaired Children. Final Report.
Vanderbilt Univ., Nashville, TN. Dept. of Special Education.
Pub Date—87
Grant—G008401385
Note—169p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adjustment (to Environment), Child Development, Classroom Environment, Computer Uses in Education, *Curriculum Development, Delivery Systems, Diagnostic Tests, Early Childhood Education, Evaluation Methods, Home Programs, Intervention, Microcomputers, *Multiple Disabilities, *Orientation, Outcomes of Education, Parent Participation, Program Evaluation, *Screening Tests, Sensory Aids, Student Evaluation, *Visual Impairments, *Visually Handicapped Mobility
Identifiers—Sonicguide

The Preschool Orientation and Mobility Project had four major goals as part of its model development activities: (1) develop an Orientation and Mobility (O&M) curriculum for visually impaired and visually impaired/multiply handicapped infants and children, aged 0-5; (2) develop two O&M screening instruments; (3) develop an O&M information pamphlet for families; and (4) explore the use of microcomputers and the "Sonicguide" as interventions. Project administration activities involved: identification and referral of Project children; identification of an appropriate assessment battery for use in screening, assessment, and programming; identification of critical elements in structuring classroom and home environments; operation of a service delivery system involving home, classroom, and resource center components; and staff development. Evaluation activities focused on developmental gains of the children, appropriateness of the assessment battery and family pamphlet, facilitation of novel route travel by the microcomputer application and facilitation of systematic search patterns by the "Sonicguide" staff knowledge and satisfaction; parent satisfaction; and effective resource usage. Other activities included parent involvement, replication procedures, and project information dissemination. The report's appendices contain training modules on classroom environmental arrangements and use of practicum students, a field test procedures manual, examples of questionnaires and data sheets, etc. (Author/JDD)

ED 292 260 EC 202 042
Wu, Wu-Tien
Provision for the Gifted Child in Taiwan, R.O.C. [Republic of China].
Pub Date—Jun 84
Note—24p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, Acceleration (Education), Educational History, *Educational Objectives, *Educational Policy, Educational Research, Elementary Secondary Education, Enrichment Activities, Federal Aid, Foreign Countries, *Gifted, Mainstreaming, Private Financial Support, *Program Design, Program Evaluation, *Talent, Teacher Education
Identifiers—*Taiwan

The paper traces the history of gifted and talented education programs in Taiwan and outlines their present status, focusing on statistical data, government support systems, program design, teacher training, gifted student identification, government financial resources, contributions of private organizations, and research and evaluation. Enrichment and acceleration practices are noted, including research on special topics, summer camps, grade-skipping, early graduation, and telescoping grades. Problems are also described, such as the issue of self-contained versus mainstreamed classes, the lack of continuity as students move from elementary gifted classes to junior high schools with no comparable classes, parental attitudes toward the broad scope of the gifted classes, and other social and traditional problems. The paper concludes with a discussion of the immediate and long-term goals of gifted education in Taiwan. (Author/JDD)

ED 292 261 EC 202 043
Munger, Gail
A Review of Current Computer Software for the Development of Individualized Educational Programs.
Virginia Univ., Charlottesville.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—Feb 87
Grant—G008530150
Note—49p.; A Data-Based Decisions Project, Department of Curriculum, Instruction and Special Education.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Managed Instruction, *Computer Software Reviews, Computer Uses in Education, Curriculum, *Database Management Systems, *Disabilities, Due Process, Elementary Secondary Education, *Individualized Education Programs, Lesson Plans, Management Information Systems, Microcomputers, Selection, *Severe Disabilities, Statistical Analysis, Student Educational Objectives, Student Evaluation

This paper reviews computer software designed for the development, management, and updating of Individual Educational Plans (IEPs) for disabled students. Selection criteria required that the software perform multiple tasks related to the writing of IEPs, be appropriate for use in a medium-sized school district, and be appropriate for a severely handicapped population. The software identified was most frequently available for Apple systems, followed by Radio Shack and IBM personal computers. The systems' functions include, among others: developing, organizing, storing, editing, and retrieving a data bank of goals, objectives, and resources; storing student's objectives, evaluative criteria for objectives, and strategies and materials for curricular areas; developing treatment plans, service plans, lesson plans, and curricula; cross tabulating and statistical summary capabilities; and monitoring due process and procedural safeguards. For each of the almost 60 software programs listed, the following information is provided: title, publisher's name and address, computer system the software can be used on, cost, remarks on the software's utility, and information source. (JDD)

ED 292 262 EC 202 044
Some Ideas for Wordprocessing in Special Education.
Suffolk County Board of Cooperative Educational Services 2, Patchogue, N.Y.
Pub Date—15 Jan 87
Note—24p.; Compiled by the BOCES II, Special Education Division, Microcomputers Resource Center, Centereach, NY. Paper presented at the National Council for Exceptional Children Conference on Effective Utilization of Technology (2nd, Alexandria, VA, January 15, 1987).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, *Computer Uses in Education, Creative Writing, *Disabilities, Editing, Elementary Secondary Education, Keyboarding (Data Entry), Learning Activities, Microcomputers, Paragraph Composition, Sentences, *Teaching Methods, *Word Processing, *Writing (Composition), *Writing Exercises

This guide provides a collection of ideas for word processing activities that teachers have found to be useful in special education classes. The guide begins with a list of 41 computer skills, the grade levels at which the skills are usually introduced (from kindergarten to secondary levels), and provides names of commercial programs which may be useful in teaching the skills. The list is cross-referenced to a subsequent section of activities. Activities in the areas of keyboard familiarity, sentence writing, paragraph and story writing, fun skills, editing, and creative composition are briefly described. The guide concludes with a directory containing descriptions and addresses of the commercial word processing programs mentioned. (JDD)

ED 292 263 EC 202 045
Baladerian, Nora J. And Others
Survivor: For People with Developmental Disabilities, Who Have Been Sexually Assaulted. Booklet 1: For Those Who Read Best with Few Words. Special Edition.
Los Angeles Commission on Assaults Against Women, CA.
Spons Agency—California Communication Foundation, Los Angeles, CA.
Pub Date—86
Note—74p.; The Hoffman Foundation also provided funds. For booklet 3, see EC 202 046.
Available from—Los Angeles Commission on Assaults Against Women, 534 North Fairfax Ave., Los Angeles, CA 90036 (free).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Coping, Counseling, *Crisis Intervention, Daily Living Skills, *Developmental Disabilities, *Emotional Adjustment, Human Body, Intervention, Prevention, Psychotherapy, *Rape, Safety, *Sexual Abuse, Training Methods, *Victims of Crime
Identifiers—California (Los Angeles)

This is the first in a series of booklets written for developmentally disabled people who have been sexually assaulted. This initial booklet is designed for people who understand best with few words and who will read the booklet with a care-provider. Using large print, simple words, and numerous illustrations, the guide illustrates and names private body parts and explains what good and bad touches are. Assault is defined as a bad touch and rape as a very bad assault. Guidelines explain what to do in the event of an assault, when it is appropriate to go to the hospital or call the police, and how the victim may be involved in court proceedings. The booklet emphasizes that the victim did not do anything wrong and is a survivor who can work through the bad feelings and can learn to feel safe again. The booklet concludes with a list of telephone numbers to call for help in the Los Angeles area. (JDD)

ED 292 264 EC 202 046
Baladerian, Nora J. And Others
Survivor: For People with Developmental Disabilities, Who Have Been Sexually Assaulted. Booklet III: For Family Members, Advocates and Care Providers. Special Edition.
Los Angeles Commission on Assaults Against Women, CA.
Spons Agency—California Communication Foundation, Los Angeles, CA.
Pub Date—86
Note—41p.; For booklet 1, see EC 202 045.
Available from—Los Angeles Commission on Assaults Against Women, 534 North Fairfax Ave., Los Angeles, CA 90036 (free).
Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Advocacy, Confidentiality, Coping, Counseling, Crisis Intervention, *Developmental Disabilities, Disclosure, Emotional Adjustment, Family Involvement, *Helping Relationship, Intervention, *Parent Role, Prevention, Psychotherapy, *Rape, Safety, *Sexual Abuse, Training Methods, Victims of Crime
Identifiers—California (Los Angeles)
This is the third in a series of booklets written to assist developmentally disabled people who have been sexually assaulted. This booklet is designed for family members, advocates, and care-providers, to help them in assisting someone through a sexual assault crisis or in teaching clients about prevention and safety measures. The booklet defines many assault-related terms and notes statistics on incidence. Information is provided on the following topics: warning signs of the occurrence of an unreported sexual assault; symptoms of rape trauma syndrome; how to respond to a sexual assault disclosure; steps to take following the disclosure; confidentiality; reporting requirements; police, hospital, and court procedures; cost reimbursement; and understanding the feelings of the individuals involved. The guide concludes with telephone numbers for rape hotlines in the Los Angeles area and a directory of individuals and mental health centers that counsel sexual assault survivors with disabilities. (JDD)

ED 292 265 EC 202 047
Wakaba, Yoko
Research on Mother-Child Interaction of Stuttering Children. Preliminary Observation.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date—87
Note—8p.
Journal Cit—RIEEC Report; v36 p37-44 1987
Language—Japanese
Pub Type— Journal Articles (080) — Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Patterns, Foreign Countries, *Interaction Process Analysis, *Mothers, *Parent Child Relationship, Parent Role, *Stuttering
Identifiers—Japan
The study examined inadequate behaviors of Japanese mothers with their stuttering children. Video tape recordings of playing situations of five stuttering children (ages 3-5) and their mothers and five non-stuttering children and their mothers were evaluated using two rating check lists. Results found differences in the behaviors of the two groups of mothers, with mothers of stuttering children often demonstrating inadequate behaviors. (Author/DB)

ED 292 266 EC 202 048
Nagasaki, Tsutomu And Others
A Study on the Language Intervention by Cognitive-Pragmatic Approach (II).
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date—87
Note—12p.
Journal Cit—RIEEC Report; v36 p45-56 1987
Language—Japanese
Pub Type— Journal Articles (080) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Communication Skills, *Educational Games, Foreign Countries, Instructional Effectiveness, *Intervention, *Language Acquisition, *Language Handicaps, Primary Education
Identifiers—Japan
Three 5-year-old Japanese children with no meaningful words were the subjects of an intervention program. The subjects and therapists played the "shopping game" (in the first term) and the "riding car game" (in the second term) with rules within the subjects' cognitive ability and in a setting designed to facilitate communication with others. Subjects' responses in the games were assessed by checklists which evaluated cognitive level of student responses . Communication levels were assessed by the length of the "communication unit" and the frequency of functional communication acts. Results indicated that for the "shopping game," subjects' cognitive skills improved and number of responsive interactions increased over time; for the "riding car game," subjects' interactions were fewer than for the other game (possibly due to higher cognitive demands) but also improved over time in both cognitive level and number. (Author/DB)

ED 292 267 EC 202 049
Shimizu, Naoji
Parent Training: An Investigation of a Home-Based Teaching Program for a Mentally Retarded Infant by a Parent.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date—87
Note—14p.
Journal Cit—RIEEC Report; v36 p57-70 1987
Language—Japanese
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Autism, Behavior Change, *Behavior Modification, Foreign Countries, *Home Instruction, Home Programs, Knowledge Level, Mothers, Parent Child Relationship, *Parent Education, Young Children
Identifiers—Japan
The paper reports on a parent training program based on behavior analysis and home-based teaching by the parent of a 2-year-old Japanese boy tentatively diagnosed as autistic. Parent training was divided into three modules: understanding the fundamental principles of teaching by using the knowledge of behavioral principles as applied to children; ABC's (Antecedence, Behavior, Consequence) of observing child behavior; and training in helping techniques. A specialist taught the mother teaching techniques once weekly in the home situation. Child instruction was daily and was divided into four areas: (1) teaching of prerequisite behaviors (sitting on a chair, focusing attention, putting hands in lap, etc.); (2) learning tasks (visual discrimination, auditory discrimination, eye-hand coordination etc.); (3) self-help skills; (4) communication skills (especially personal needs using sign language). The program resulted in the mother learning the teaching principles and applying them appropriately as well as in positive behavior changes in the child. (Author/DB)

ED 292 268 EC 202 050
Nomura, Tosuke
On the Conceptual Confusion about Emotional Disorders and Autism.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date—87
Note—10p.
Journal Cit—RIEEC Report; v36 p71-80 1987
Language—Japanese
Pub Type— Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Autism, Classification, Definitions, Developmental Disabilities, *Educational Needs, Elementary Secondary Education, *Emotional Disturbances, Foreign Countries, *Special Classes, Special Education
Identifiers—*Japan
There has been serious confusion between the terms "infantile autism" and "emotional disorders" in Japan, especially as pertains to special education classes. Special classes for emotionally disturbed children began in Japan in 1969 with a rapid increase to over 2000 classes by the 1980's. However, most of the children attending such classes were autistic rather than emotionally disturbed. The American Psychiatric Association Diagnostic and Statistical Manual (III) proposed the classification of autism under the heading "Pervasive Developmental Disorders." Appropriate educational treatment is different for autistic and emotionally disturbed children. Although practical reasons originally led to naming the special class group "emotionally disturbed," the differences between emotionally disturbed and autistic children need to be recognized and appropriate services provided to each group. (Author/DB)

ED 292 269 EC 202 051
Itoh, Hideo
Eye Movements in Autistic, Mentally Retarded and Normal Young Children: Simultaneous Measurement by an Eye Camera System for Autistic Children (ECSA) and an Electro-Oculography (EOG).
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date—87
Note—9p.
Journal Cit—RIEEC Report; v36 p81-89 1987
Language—Japanese
Pub Type— Journal Articles (080) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Autism, Computer Assisted Testing, *Evaluation Methods, *Eye Movements, Foreign Countries, Mental Retardation
Identifiers—Japan, *Saccadic Eye Movements
Smooth pursuit eye movements and saccadic eye movements in Japanese autistic, mentally retarded, and normal young children were simultaneously measured by an eye camera system (ECS) and an electro-oculography (EOG) system. The ECS was developed in the laboratory of the Research Institute for the Education of Exceptional Children at Tokyo Gakugei University and provides unobtrusive measurement with little set-up time. However, this method requires a large amount of time for data processing with relatively poor sensitivity. Advantages of the EOG method include high sensitivity and real time data. Both methods are appropriate for use with autistic children but selection should depend on the type of autistic child being measured. (Author/DB)

ED 292 270 EC 202 052
Iitaka, Kyoko And Others
Language Intervention to a Retarded Child through Cognitive Training and Pretend Play.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date—87
Note—12p.
Journal Cit—RIEEC Report; v36 p99-109 1987
Pub Type— Journal Articles (080) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Cognitive Development, Foreign Countries, *Intervention, *Language Acquisition, Males, *Mental Retardation, *Pretend Play, Young Children
Identifiers—Japan
The study evaluated a language intervention program with a mentally retarded Japanese boy over a 2-year period from age 3 years 9 months to age 5 years 6 months. Intervention consisted of the therapist and mother engaging the child in cognitive training activities, physical games, and pretend play activities designed to elicit language behaviors. Cognitive training stressed such skills as distinguishing between the signified and signifier in daily experiences, language training in the names and functions of familiar objects, and pretend playing in the imitative use of objects, with and without the objects present. The subject demonstrated an increase in spontaneous vocal utterances and acquisition of a few meaningful words. In his play behavior he showed a developmental sequence similar to that of non-retarded subjects. The article is followed by an abstract written in Japanese. (DB)

ED 292 271 EC 202 053
Yamaguchi, Kaoru
The Japanese Adaptation of the Portage Early Intervention Model and Some Results.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.
Pub Date—87
Note—9p.
Journal Cit—RIEEC Report; v36 p111-118 1987
Pub Type— Journal Articles (080) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Differences, *Downs Syndrome, Infants, *Instructional Effectiveness, *Intervention, Japanese, *Mental Retardation, Preschool Education, *Program Effectiveness, Program Evaluation
Identifiers—*Japan, *Portage Project
The 1976 revision of "The Portage Guide to Early Education", which appeared originally in the United States in 1972, was adapted for use in the Japanese culture and language and published in its Japanese version in 1983. Since then it has been used with more than 200 children (ages from birth to 7 years) of whom more than 60% were diagnosed as having Down Syndrome. Intervention services have been conducted weekly or biweekly at five Tokyo sites, and home teaching programs and teaching by telephone and correspondence have also been offered. Evaluation of the program with 144 children (89 of whom had Down Syndrome) found substantial increases in Developmental Quotient (DQ) or maintenance of Developmental Quotient (DQ) despite previous research suggesting declining DQ scores for Down Syndrome children.

A Japanese-language abstract is provided. (DB)

ED 292 272 EC 202 055
Building Bridges for Communication: A Reference Book on Communication, Terms, Laws, and Other Information Relating to Persons with Disabilities.
Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
Pub Date—Jun 87
Note—60p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Advocacy, Definitions, *Disabilities, Federal Legislation, Handicap Discrimination, Interpersonal Relationship, *Normalization (Handicapped), Perspective Taking, Public Agencies, *Social Cognition, *Social Networks, State Agencies, State Legislation
Identifiers—Illinois
Developed by the Illinois Governor's Planning Council on Developmental Disabilities, this guide is intended to help parents and other laypersons communicate more knowledgeably and effectively with professionals who work with handicapped persons, as well as with handicapped individuals themselves. Section I offers suggestions for interpersonal communication with disabled persons and provides guidelines for writing and speaking about disabled persons in print and visual media. Subsequent sections include a glossary of disability-related terms, brief explanations of relevant federal and state statutes, and information on executive and elective offices, state agencies, and commissions in the state of Illinois. Names and addresses of national and state advocacy and consumer organizations, a glossary of disability-related acronyms, and agency toll-free numbers conclude the document. (JW)

ED 292 273 EC 202 056
Unrealized Promises: Ensuring the Educational Rights of Deaf/Hard of Hearing Youth.
Washington Governor's Committee on Disability Issues and Employment, Olympia.
Pub Date—86
Note—48p.; Prepared by the Work Group on Education of Deaf/Hard of Hearing Youth.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agency Cooperation, *Deafness, *Delivery Systems, Early Childhood Education, *Educational Assessment, Educational Diagnosis, Educational Improvement, Educational Policy, Educational Responsibility, Elementary Secondary Education, Handicap Identification, *Hearing Impairments, Inservice Education, Intervention, Mainstreaming, Student Placement, *Student Rights
Identifiers—Early Intervention, Washington
The report evaluates the impact of present education laws on deaf and hard-of-hearing children in Washington State and clarifies issues that require action. Recommendations are cited for improvements in placement decisions (in the context of least restrictive environment), support services, early intervention, and referral and assessment. Standard personnel competencies for professionals are suggested, and both preservice and inservice training are recommended for early childhood professionals who work with deaf or hard-of-hearing children in early intervention programs. Short-range recommendations focus on such disparate issues as the needs of multihandicapped deaf/hard-of-hearing students, parent education, rural services, standards for educational interpreting services, and designation of a uniform sign language system for public school classroom instruction. Recommendations to public schools suggest improvements in the qualifications of support services staff, interpreter services, evaluation of children's educational needs, and continuity in available services. Recommendations to the Washington State School for the Deaf are also cited. A final section addresses the need to establish and promote resource coordination and networking within and for the deaf and hard-of-hearing community. (JW)

ED 292 274 EC 202 057
Gallagher, James J.
Excellence and Equity–A World-Wide Conflict.
Pub Date—Jun 84
Note—21p.; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delivery Systems, *Educational Philosophy, Educational Policy, Elementary Secondary Education, *Elitism, *Equal Education, Foreign Countries, *Gifted, *Grouping (Instructional Purposes), Student Placement, Values
Educational policymakers in many countries have been and continue to be faced with the difficulty of reconciling the principle of equal educational opportunity for all students with the provision of differential programming for gifted students, which is often perceived as elitist. This dilemma mirrors the sociopolitical conflict between emphasis on production versus emphasis on the equitable distribution of society's resources. Historically, educational provisions for gifted students in countries such as the Peoples Republic of China, the Soviet Union, Great Britain, Australia, and the United States, as well as the Western European countries, have vacillated between pullout programming designed to nurture superior competence, and periodic bursts of equity during which heterogeneous grouping was preferred. A synthesis of these two views may begin with an understanding of the sociopolitical base for educational decision making regarding gifted students, and subsequent analysis of those decisions to see to what degree they meet the current needs of society. (JW)

ED 292 275 EC 202 058
Sisk, Dorothy
Leadership: A Social Paradigm for the Gifted.
Pub Date—Jun 84
Note—14p.; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delivery Systems, Educational Diagnosis, *Educational Practices, Elementary Secondary Education, Enrichment Activities, *Foreign Countries, *Gifted, Gifted Disadvantaged, Minority Groups, Resource Room Programs, Special Classes, Student Placement, *Talent
Provisions for gifted student identification and educational programming in Australia, the USSR, Venezuela, Brazil, Indonesia, Israel, and the Peoples Republic of China, and the United Kingdom are discussed. Concern for locating and serving the gifted is apparent in all these countries. Issues and program efforts in gifted education are quite similar despite different underlying social and political philosophies. Most countries support a need to develop broader and more liberal definitions of gifted education. In the early stages of educational programming, there is a tendency to focus on intellectual or academic development and then move on to the performing arts. In identification and assessment, many countries use adaptations of evaluation instruments developed in the United States. However, evaluation and research on identification instruments and procedures is a rarity. Programs for the gifted include special classes, enrichment in the regular classroom, and acceleration. Out-of-school programs are provided in a significant number of countries and may in some cases be the only alternative for gifted students. Lastly, there is growing concern about the need to identify and nurture gifted students from disadvantaged or culturally different minority populations. (JW)

ED 292 276 EC 202 059
Paulsen, Willem J.
Creativity and Giftedness–A Comparative Perspective.
Pub Date—Jun 84
Note—12p.; Paper presented at the International South Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability, Ability Identification, *Creativity, *Definitions, Educational Change, Elementary Secondary Education, *Gifted, *Intelligence, *Talent, Talent Identification
This paper reviews literature-based giftedness definitions which have evolved as different manifestations of giftedness have been recognized. Various fields of giftedness are outlined, including mental, creative, specific academic, psychosocial (leadership), performing arts, kinesthetic (athletic), manipulative skills, and mechanical/technical/industrial. An emerging view of creativity is presented, and the relationship between intelligence and creativity is analyzed. The point is stressed that the gifted child should always be seen in terms of his/her totality (physical, social, emotional, mental) and not in terms of giftedness only. (JDD)

ED 292 277 EC 202 060
Fuchs, Douglas Fuchs, Lynn S.
Mainstream Assistance Teams to Accommodate Difficult-to-Teach Students in General Education.
George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.
Spons Agency—Office of Special Education (ED), Washington, D.C.
Pub Date—[87]
Grant—G008530158
Note—51p.
Available from—Douglas Fuchs, Department of Special Education, Box 328, George Peabody College, Vanderbilt University, Nashville, TN 37203.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavior Modification, Consultants, *Consultation Programs, Educational Cooperation, Educational Diagnosis, Elementary Secondary Education, Handicap Identification, *Intervention, *Mainstreaming, *Mild Disabilities, Models, *Program Development, Program Evaluation, Program Implementation, *Referral, Special Education, Student Evaluation, Teamwork
Identifiers—*Mainstream Assistance Team Project, Prereferral Assessment, Tennessee
The Mainstream Assistance Team (MAT) project is a 3-year research program designed to develop, implement, and validate a prereferral intervention model. The model is a least-restrictive, preventative, ecologically-based, problem-solving approach, using a multidisciplinary team composed of a school psychologist, special educator, and general educator. The program's rationale focuses on the increasing numbers of identified mildly handicapped students and the importance of prereferral assessment and intervention in general education classrooms. The social, political, and bureaucratic dimensions of the Tennessee school district setting for which the MAT was developed are considered in the program's design. Major dimensions of the MAT include: behavioral consultation; component analyses of three increasingly inclusive versions of the stages of behavioral consultation (problem identification, problem analysis, plan implementation, and problem evaluation); written scripts to guide consultants' verbal behavior during interviews or meetings; and outcome measures. The implementation process involves selecting schools, consultants, teachers, and pupils; training the consultants; assigning teachers and scripts to consultants; and developing specific procedures. Evaluative data show apparent inconsistency between teacher ratings and classroom observations, and three explanations for this are discussed. Future directions for the MAT project focus on strengthening project-related interventions by requiring use of contingency contracts and data-based monitoring procedures. (JDD)

ED 292 278 EC 202 061
Ward, James, Ed. And Others
Educating Children with Special Needs in Regular Classrooms: An Australian Perspective.
Macquarie Univ., North Ryde (Australia).
Report No.—ISBN-0-85837-598-2
Pub Date—87
Note—234p.; Developed at the Special Education Centre.
Available from—Macquarie University, Special Education Centre, Sydney, New South Wales 2109, Australia ($22.50).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Modification, Classification, Classroom Techniques, Computer Assisted Instruction, Curriculum, *Disabilities, Educa-

tional History, Educational Objectives, Elementary Secondary Education, Foreign Countries, Handicap Identification, Handwriting, *Heterogeneous Grouping, Instructional Effectiveness, Intervention, Labeling (of Persons), *Mainstreaming, Mastery Learning, Mathematics Instruction, Reading Instruction, Resource Room Programs, *Special Education, Spelling Instruction, *Student Placement, Teacher Influence, *Teaching Methods, Transitional Programs, Writing Instruction

Identifiers—*Australia, Early Intervention

This set of papers deals with the integration and maintenance of disabled children in regular Australian classrooms and the mounting pressure on teachers to provide effective instruction for an increasingly broad range of ability groups. Part I is concerned with theoretical issues and research on the integration of children with special learning needs. It begins with a discussion of the classification and labeling of children and an historical overview of Australian integration. Following chapters address: theoretical and practical aspects of early intervention, problems associated with finding suitable placement for children experiencing early learning difficulties, and the impact of teachers influence on the placement and education of high-risk children in regular classrooms. Part II addresses curriculum and management issues, with papers that demonstrate the value of a structured teaching program by incorporating precise definition of teaching objectives and a mastery-learning procedure. The papers review research in the area of reading; describe methods for teaching spelling, handwriting, and basic mathematics; outline computer applications; provide guidelines for managing inappropriate behavior; document correspondence between a first-year resource teacher and her former lecturer on selection of a reading model for a primary school; and discuss preparation of older children for the post-school period. (JDD)

ED 292 279 EC 202 062

Sobsey, Dick

Using Transitions in Program Planning: A Practical Approach.

Pub Date—Sep 87

Note—8p.; Paper presented at the American Association on Mental Deficiency Region IV Conference (Edmonton, Alberta, Canada, September 1987).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), *Adjustment (to Environment), *Curriculum, Developmental Stages, *Disabilities, *Ecology, Elementary Secondary Education, *Individual Development, Individualized Education Programs, Mainstreaming, Models, Normalization (Handicapped), Program Development, Special Education, Student Educational Objectives, Teaching Methods

Identifiers—Ecological Assessment, *Ecological Paradigm, *Transitional Activities

Several models have been developed to aid in selecting appropriate educational content for special needs students. These include the developmental model, behavioral model, categorical model, and environmental or ecological model. The ecological model involves determining the skills that a fully functioning member of society normally performs in the environments that the learner inhabits, analyzing the discrepancies between those skills and the learner's current performance, and making those discrepancies the learner's curricular objectives. The ecological inventory of skills involves five levels: domains, environments, subenvironments, activities, and critical functions. The central focus of an environmental approach to curriculum is the individual's adaptation to transitions, or changes in environmental requirements that an individual experiences. Transitions may be predictable age-appropriate transitions, normalizing transitions, or backward transitions. Steps are outlined for using transitions in program planning, focusing on: 3-year plans; types of potential transitions; use of a least restrictive environment; and teaching of critical skills as well as additional skills that may enhance adjustment, such as social skills. Instructional methods emphasize social integration and behavioral teaching strategies. (JDD)

ED 292 280 EC 202 063

Ortiz, Alba A. And Others

Characteristics of Limited English Proficient Hispanic Students Served in Programs for the Speech and Language Handicapped: Implications for Policy, Practice and Research. Part III.

Texas Univ., Austin. Dept. of Special Education.

Spons Agency—Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date—30 Sep 86

Contract—300-83-0272

Note—85p.; For Part I, see ED 267 578; Part II, see ED 290 309.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Board of Education Policy, Communication Disorders, *Delivery Systems, *Disabilities, Educational Diagnosis, Educational Practices, Elementary Education, *Handicap Identification, *Hispanic Americans, Language Proficiency, Learning Disabilities, *Limited English Speaking, Referral, School Districts, Spanish Speaking, Special Education, Speech Handicaps, Speech Pathology, Student Evaluation, *Student Placement, Therapists

Identifiers—Texas

This document is Part III of a research study examining special education service delivery for limited English proficient (LEP) Hispanic students who have been placed in programs for the learning-disabled, speech handicapped, and mentally retarded. The objectives of Part III of this study were: (1) identify the characteristics of Hispanic students referred, assessed, and placed in speech and/or language handicapped programs; (2) examine district policies and practices governing special education services for LEP students; (3) determine implications for improving policies and practices in the referral, assessment, and placement of these students; and (4) suggest future research directions. Speech and or/language handicapped LEP Hispanic students (n=124) in grades 2-5 in three large urban school districts in central Texas provided the sample. Descriptive statistical procedures were used to analyze data on student demography, referral, eligibility, speech and language evaluations, and placement. Results indicated that the procedures used by speech and language pathologists in the identification and diagnosis of communication disorders virtually ignored students' LEP status. Analysis of school district policies showed that little information was provided concerning safeguards to protect LEP students from being inappropriately placed in special education. Preliminary recommendations for delineating policy and improving practice are offered. A 90-item reference list is included. (JDD)

ED 292 281 EC 202 064

Phelps, L. Allen And Others

A Parent's Guide to Vocational Education. News Digest Number 8.

Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Aug 87

Grant—G0084C3500

Note—13p.

Available from—National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (free).

Journal Cit—News Digest; n8 1987

Pub Type— Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Career Development, Career Planning, Curriculum, Early Childhood Education, Education Work Relationship, Elementary Secondary Education, *Individualized Education Programs, Individual Needs, *Mild Disabilities, Occupational Aspiration, Transitional Programs, Vocational Aptitude, *Vocational Education, *Vocational Evaluation, Vocational Interests

This guide assists in planning and monitoring the vocational education programs of students with mild disabilities. The pamphlet emphasizes the importance of vocational education for disabled students and reviews the three stages of career development: career awareness/orientation, career exploration, and career preparation. A section on adapting vocational programs and curricula is accompanied by a table listing typical vocational education program offerings. Also discussed are vocational assessment, the Individualized Education Program, and meeting individual needs. The guide concludes with a discussion of planning for the transition from school to work. (JDD)

ED 292 282 EC 202 065

Phelps, Joanne Stempel, Lynn

Revisiting an "R"-News and Views of Writing.

Pub Date—87

Note—11p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Cursive Writing, *Dyslexia, Elementary Secondary Education, Evaluation Methods, *Handwriting, Intervention, Kinesthetic Methods, Postsecondary Education, *Rating Scales, Skill Development, Student Evaluation, Teaching Methods, *Writing Difficulties, *Writing Instruction

Despite predictions that handwriting would become obsolete in the age of technology, it is still considered an important skill today. Examples are cited of individuals who improved their understanding of themselves and of particular concepts after writing about their thoughts and feelings. Frequently, dyslexic students are denied access to this avenue of expression because they have difficulty recalling letter shapes and trouble transcribing them on paper. The Children's Handwriting Evaluation Scale (CHES), developed at Texas Scottish Rite Hospital's Child Development Division, measures the rate and quality of cursive handwriting from elementary through college levels. The Children's Handwriting Improvement Program, developed at the same hospital, uses visual-auditory-kinesthetic methods to help students gain handwriting fluency. The correlation between CHES scores and academic achievement, intelligence tests, and visual-motor skills is analyzed. Teachers, tutors, and parents are urged to work with dyslexic children on their handwriting skills for 5 minutes a day. (Author/JDD)

ED 292 283 EC 202 066

Raines, Shanan R. And Others

Perceptual and Emotional Effects of Assuming a Disability.

Pub Date—87

Note—35p.; Paper presented at the Annual Conference of New England Educational Research Organization (Stratton, VT, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), *Attitude Change, *Counselor Attitudes, *Disabilities, Empathy, Etiology, *Handicap Identification, Higher Education, Rehabilitation, Role Playing, *Simulation, Social Bias, *Student Teacher Attitudes

The effects of assuming a disability in changing attitudes towards persons with disabilities were assessed in 18 undergraduate students who were enrolled in an introductory rehabilitation counseling course. The subjects were instructed to engage in two levels of assumed disability (one-hand bound and two-hands bound) in three settings (private dinner, public dinner, studying in a library). Before beginning the sequence of assumed disability tasks, subjects judged pairs of 15 disabilities on a nine-point similarities scale and completed 11 attribute rating scales of the same disabilities. Both measures were readministered after all six tasks were completed. Appraisal ratings and mood adjective checklists were completed immediately after each assumed disability task, resulting in six assessments. Results support a three-dimensional (Visibility, Functional-Organic, and Severity) scaling solution of rehabilitation student's perceptions of 15 disabilities. The only significant shift from pretest to posttest occurred in the Functional-Organic dimension. The students placed more importance on the etiology of disabling conditions after undergoing the assumed disability tasks. The findings also support the assumption that cognitive changes resulting from assuming a disability are due to the threatening nature of the task, but threat need not involve negative affect. (Author/VW)

ED 292 284 EC 202 067

Gorny, Bethanie

The Improvement of Special Education Services in an Early Childhood Program through a Prereferral Intervention System.

Pub Date—12 Jun 87

Note—81p.; Ed.D. Practicum I Report, Nova University.

Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Consultation Programs, Counselor Teacher Cooperation, Diagnostic Teaching, *Disabilities, *Educational Diagnosis, *Handicap Identification, Individualized Education Programs, *Mainstreaming, Preschool Education, *Referral, Remedial Instruction, Special Education
Identifiers—Early Intervention, *Prereferral Intervention, Project Head Start
A prereferral intervention program was instituted: to ensure that children within a Head Start program who had special needs were identified and referred in a timely manner; to prevent the mistaken referral or labeling of children with mild delays who did not require intervention; and to increase the effectiveness of the existing referral system. Behavioral checklists were developed and provided to teachers to aid them in identifying children with special needs. Teachers could then request prereferral consultations during which a special education consultant conducted teacher consultations, screenings, child observations, and reviewed the child's records. If, based on her findings, prereferral intervention was indicated, the consultant devised an individualized educational plan for the teacher to use with the child in the regular classroom. Follow-up consultations by telephone and in-person were conducted with the teachers and education supervisors. Results indicate that prereferral intervention can benefit teachers by giving them the confidence and tools to handle children they may otherwise have perceived as too difficult to teach. Many of the children, including some considered severely impaired, showed growth in academic and social areas when on prereferral intervention plans which is consistent with the movement to mainstream whenever possible. (Author/VW)

ED 292 285 EC 202 068
Allen, Liz
Duty to Review: A Survey of LEA Responses to Their Duty under the 1981 Education Act To Keep Special Educational Provision under Review.
Centre for Studies on Integration in Education, London (England).
Report No.—ISBN-0-946828-14-8
Pub Date—Sep 87
Note—39p.; For related documents, see ED 227 204 and ED 282 362.
Available from—Centre for Studies on Integration in Education, The Spastics Society, 840 Brighton Rd., Purley, Surrey, Croydon CR2 2BH, England (3 pounds).
Pub Type— Books (010) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, *Educational Assessment, *Educational Legislation, *Educational Planning, Educational Policy, Elementary Secondary Education, Foreign Countries, National Surveys, Resource Allocation, *Special Education
Identifiers—*Education Act 1981 (England), *Great Britain
A 1986-87 survey of 105 local education authorities (LEAs) in England, Scotland, and Wales was conducted to ascertain the LEAs' responses to the 1981 Education Act mandate to keep special educational provision under review. Of 74 responding LEAs, 2 had not started reviews, 20 had reviews underway when surveyed, 11 said special education was continuously under review, 34 had completed reviews, and 7 had reviewed specific provision areas but had not reviewed special education generally. Variations in responses to the Act have led to criticism of the lack of central guidance and a lack of funds to properly implement the new law. There is a marked contrast between LEAs that have carefully looked at overall strategy and those that have parcelled it up into separate categories with no coherent whole. Appendix 1 summarizes a House of Commons Select Committee Report which concluded that extra resources are needed to enable LEAs and schools to implement the act properly and that LEAs must develop coherent policies in consensus with parents, teachers, and voluntary organizations. Also provided are statistics on the number and proportion of children with statements of special educational needs by LEA; lists of publications; and addresses of LEAs, organizations, and government departments. (VW)

ED 292 286 EC 202 069
Bradley, Robert H. And Others
General and Specific Aspects of the Physical Environment: Relationships with Development in Handicapped Children Ages 1 to 10.
Pub Date—Apr 87
Note—16p.; Paper presented at the Bienniel Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Development, *Disabilities, Early Childhood Education, Environmental Influences, Family Attitudes, *Family Environment, Family Life, Family Relationship, Hearing Impairments, *Instructional Materials, Mental Retardation, *Motor Development, Physical Disabilities, *Social Development, Speech Handicaps, Toys, Visual Impairments
The relationship between physical environment and child development was examined in five groups of moderately to severely handicapped children (hearing impaired, vision impaired, orthopedically impaired, speech impaired, mentally retarded). The 282 participating children comprised 89 infants (ages 0-3), 108 preschoolers (ages 3-6), and 85 elementary school children (ages 6-10). Each child's family was visited twice (18 months apart) at home and assessed using sociodemographic indices, the HOME Inventory, a parental coping scale, a social support inventory, the Family Inventory of Life Events, the Scales of Independent Behavior, and either the Bayley Scales of Infant Development or the Stanford-Binet Intelligence test. Results indicated that there was a high degree of specificity between the type of handicap and age and the development of handicapped children. Availability of materials was only slightly related to behavioral development in infants but more significant in overall development of preschool and elementary school age children. Significant correlations were most frequent for orthopedically and speech impaired children's motor and social development, while no significant correlations appeared for the mentally retarded in any developmental area. Findings also indicated that general surroundings in which a child lives were essentially unrelated to behavioral development for handicapped children ages 0-10. (VW)

ED 292 287 EC 202 070
Revelj, Elizabeth O.
Improving Learning Skills of Minimally Handicapped Preschoolers Using Sensorimotor Integration Therapy.
Pub Date—87
Note—160p.; Ed.D. Practicum II Report, Nova University. Some pages of appendices will not reproduce.
Pub Type— Information Analyses (070) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Educational Objectives, *Handicap Identification, Inservice Teacher Education, *Learning Disabilities, *Minimal Brain Dysfunction, *Outcomes of Education, Parent Education, *Perceptual Motor Learning, Preschool Education, Remedial Programs, *Sensory Integration, Student Evaluation
Identifiers—*Early Intervention
An 18-week demonstration, remediation project was undertaken to improve educational effectiveness for 14 preschoolers with minimal cerebral dysfunction. A literature search indicated that these children can be appropriately educationally programmed for their sensorimotor problems and suggested that such early intervention can prevent later academic learning disabilities. Specific goals included: (1) providing an objective, easily administered assessment tool to preschool educators and therapists at special centers; (2) providing information and support regarding appropriate intervention methods and principles; (3) educating parents and staff about characteristics and problems associated with preacademic learning problems; (4) establishing an early intervention program for preschoolers with learning disabilities; and (5) assessing the effectiveness of the learning disabilities prevention program. Sensorimotor integration theory and methods were used for assessment and remediation. Of the 14 participating children, 12 demonstrated improved performance on the posttest and 6 increased their level of competence to within normal ranges as tested by the Miller Assessment for Preschoolers. Of the 15 participating educators and therapists, 14 demonstrated increased knowledge of preacademic learning disabilities on a posttest. The staff at both target preschools participated fully in the implementation and are continuing the evaluation and remediation program as established by the practicum. (Author/VW)

ED 292 288 EC 202 071
California Special Education Programs: A Composite of Laws. Education Code--Part 30 and Other Related Laws. Revised To Cover Laws Enacted during 1986. Ninth Edition.
California State Dept. of Education, Sacramento. Div. of Special Education.
Report No.—ISBN-0-8011-0277-4
Pub Date—87
Note—185p.
Available from—California State Department of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802-0271.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Disabilities, *Educational Legislation, Elementary Secondary Education, *Special Education, *State Legislation
Identifiers—*California Education Code
The ninth edition of the composite of California laws relating to special education covers statutes chaptered through 1986. It contains the text of Part 30 of the California Education Code as well as selected provisions of the Health and Safety Code, Government Code, Welfare and Institutions Code, and other parts of the Education Code having a direct impact on special education and related services for individuals with exceptional needs. The text is accompanied by summary statements of legislative intent. Part 30 of the Education Code was rewritten in 1980 primarily by Senate Bill 1870 which repealed all former special education categorical programs and Master Plan for Special Education program Education Code sections that were in effect on January 1, 1980. It also restructured and added code sections implementing the Master Plan for Special Education statewide. Since the passage of Senate Bill 1870, 45 legislative measures have modified California's special education statutes, six of which were chaptered during 1986. Brief summaries are provided for the 1986 measures; annual lists of earlier measures contain bill numbers and effective dates. (VW)

ED 292 289 EC 202 072
Lloyd, Lyle L. And Others
Improving the Communication Environment for Children with Severe Handicaps through Manual Sign Inservice Training.
Pub Date—23 Apr 87
Note—24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, Elementary Education, *Inservice Education, Interpersonal Competence, *Manual Communication, Parent Participation, *Severe Disabilities, Sign Language, *Staff Role, Teamwork, Workshops
A "working party" (a decision-making group similar to the quality circles concept) comprised of public elementary school personnel (administrator, regular and special education staff), and parents, university special education faculty and graduate students worked cooperatively to develop and implement a manual sign inservice training package to improve the communication environment for severely handicapped elementary school students. A series of four half-day workshops was conducted during which school staff (teachers, aides, custodians, support staff, parents, and bus drivers) learned manual signs for a functional core vocabulary selected from a list generated by the school staff and students. Initial trends indicated that the total number of staff and students using manual sign increased. The process of planning and conducting the inservice training workshops yielded valuable lessons in several areas which are described: (1) the use of a working party; (2) selection of vocabulary; (3) development of the workshop format, activities, and materials; and (4) trends in observational/evaluative data. Also explored is the role of previous research and clinical observation in sequencing the manual signs assigned to the initial workshops to facilitate success. Enlargement of selected sign vocabulary and expansion of its use to parents and related school-community service people are mentioned briefly. An appendix lists activities used in

the workshops. (Author/VW)

ED 292 290 EC 202 074
Irvine, David J.
A Three-Dimensional Model for Individualizing Instruction for Gifted Students.
Pub Date—7 Aug 87
Note—15p.; Paper presented at the World Conference on Gifted and Talented Children (7th, Salt Lake City, UT, August 7, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, *Affective Behavior, Elementary Secondary Education, *Gifted, Individualized Instruction, *Models, Program Development, *Talent Identification, *Theory Practice Relationship
A proposed three-dimensional model for identifying the gifted conceives of giftedness as a combination of characteristics. It emphasizes the different qualities of the characteristics as well as the fact that such characteristics exist in degrees or levels, thus helping to avoid thinking of giftedness or its components as being either wholly present or wholly absent in any individual. The model, visualized as a cube, incorporates the three characteristics that are important to achieve a high level of performance: (1) "aptitudes" comprising the vertical dimension; (2) "specific knowledge and skills" the horizontal dimension; and (3) "affective characteristics" the front-to-back dimension. Traits on any of the three dimensions are assumed to be distributed somewhat normally throughout the population, therefore creating a cluster comprising the majority of people in the center of the cube. People with extremely high or low "scores" would be found at the extremes, especially the corners of the cube. The four top corners would contain the identifiably gifted. The combinations of high characteristics represented by each corner present varying challenges for program planning. The model acknowledges that gifted students may be deficient in some areas but includes them and addresses their deficiencies. (VW)

ED 292 291 EC 202 075
Eriksson, Gillian I.
An Integrated Creative Arts Programme for Exceptionally Talented Children.
Pub Date—May 84
Note—14p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Development, *Creative Thinking, *Creativity, Elementary Secondary Education, Foreign Countries, Formative Evaluation, *Gifted, Identification, Models, Placement, *Program Design, *Program Development, Program Evaluation, Screening Tests, Summative Evaluation, *Talent, Teacher Characteristics, Teacher Selection
Identifiers—South Africa
A creative arts program for talented students in Johannesburg (South Africa) is intended to foster perceptual-, aesthetic-, cultural-, social-, and self-awareness, understanding of the arts, as well as an emphasis on expanding creative potential focuses on the processes of sensory, intellectual creative, and aesthetic development. A four-phase system of identification is based on a multifaceted and expanded definition of giftedness. In designing the program, developers examined models of creativity, characteristics of the creative personality, criteria for determining creative thinking ability, and specific teaching models. Among desirable teacher characteristics are a willingness to risk, acceptance of the uniqueness of others, and the ability to be structured in a flexible way in response to the students' experience and motivation. Procedures for screening and placement, selection criteria, the curriculum outline, and evaluation procedures are described. Program options include core courses (e.g., Creative Thinking, Effective Thinking, Body Language, Study Skills), workshops in language, visual, performing, and cultural arts, and integrated arts/-creativity workshops at primary and secondary levels. (JW)

FL

ED 292 292 FL 017 193
Arnold, Nancy And Others
Integrating Styles and Skills: An Approach to Lesson Planning for the ESL Classroom.
Arlington County Public Schools, Va.; Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Note—24p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Cognitive Style, Communication Skills, Daily Living Skills, *English (Second Language), *Lesson Plans, Second Language Instruction, *Skill Development, Staff Development
A guide to developing lesson plans for classroom instruction in English as a second language (ESL) based on learning style theory draws on the experience of the Arlington County Schools (Virginia). It begins by describing the theory of learning styles, their applications, and the process of developing lesson plans by "4matting," which postulates that there are four major styles of learning and ensures that learners have an opportunity to learn in the mode they prefer. The guide then gives a sample lesson plan description and discusses Arlington's staff development activities directed toward integrating the 4MAT model in the curriculum. The guide concludes with six sample lesson plans on these topics: learning about yourself, learning how to report emergencies in the United States, planning for the future, comprehending a reading section and applying it to everyday life, understanding the similarities and differences in nature, and stimulating creative thinking and writing with a concrete object. Additional reading recommendations are also included. (MSE)

ED 292 293 FL 017 205
Smith, Marina V.
Foreign Language Articulation in High Schools and Colleges.
Pub Date—Nov 86
Note—9p.; Summary of a paper presented at a Humanities Conference (Newport, CA, November 12-14, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), Case Studies, College Faculty, *College School Cooperation, Community Colleges, Course Content, Difficulty Level, Enrollment Influences, High Schools, *Interprofessional Relationship, Program Evaluation, Secondary School Teachers, *Second Language Programs, Two Year Colleges, Workshops
Identifiers—*Antelope Valley College CA
A conference workshop for foreign language teachers on improving articulation between high schools and colleges, and the efforts resulting from the articulation in one district, are described by a participant from a community college. The session brought together 30 teachers committed to taking responsibility for colleague cooperation in their districts. It featured psychodramas and discussion to help the teachers find ways to provide curricular information to their counterparts in other institutions and, ultimately, promote language enrollment. The participant followed up the original national workshop with a local program for high school teachers, an exchange between community college and high school language classes, and a needs and preferences survey of local teachers. Other articulation efforts undertaken include a tutorial program for high-risk Latino high school students and a community college language fraternity program featuring a local university professor of French. (MSE)

ED 292 294 FL 017 206
Fragiadakis, Helen
Description and Evaluation of Training Course for International Graduate Student Instructors.
Pub Date—Feb 88
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, College Second Language Programs, *Course Content, Course Organization, *English (Second Language), *Foreign Students, Graduate Students, Higher Education, *Inservice Teacher Education, *Program Descriptions, Program Effectiveness, Pronunciation Instruction, Student Characteristics, *Teaching Assistants
Identifiers—*University of California Berkeley
A course in English as a second language for international graduate student instructors at the University of California at Berkeley is described. In its first offerings, the course served students from three Asian countries and a variety of disciplines. It consisted of work in language, culture, and instructional techniques integrated into all class activities. The activities included videotaping and reviewing of class presentations, viewing tapes of other graduate student instructors in the process of teaching, pronunciation instruction, panel discussions, roleplaying, special events focusing on cultures, discussion of readings, classroom observations, and instruction in classroom techniques. After the course, students expressed increased confidence and appeared to understand the importance of interaction in the American classroom. Most appeared to have the same language problems with which they began the course, but had learned compensatory strategies for improving communication. The course instructor learned, through this experience, that the students do not need better control of English as much as they need to create interaction in the classroom. Planned adjustments in the course include increased videotaping and viewing and increased pronunciation instruction. A course syllabus is appended. (MSE)

ED 292 295 FL 017 207
Aristar, Anthony
On the Diachronic Source of Linguistic Universals.
Pub Date—29 Dec 87
Note—9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Descriptive Linguistics, *Diachronic Linguistics, Form Classes (Languages), *Language Universals, *Linguistic Theory, *Phrase Structure, *Structural Analysis (Linguistics), Uncommonly Taught Languages
Identifiers—*Agaw Languages, Clauses
A discussion of the sources of certain language universals argues that adjective/noun constructions pattern similarly to genitive/noun and relative-noun constructions because they are typical diachronic sources for adjectivals, and that relatives and genitives have the same diachronic source and thus the same set of synchronic behavior. It is also argued that the process by which relative clauses and genitives are produced can result in preposed relative clauses only in verb-final languages. Examples are drawn from a number of Nilo-Saharan, Semitic, Chadic, Cushitic, Niger-Congo, Sino-Tibetan, Austronesian, Australian, Indo-European languages, from two isolates, and from one (Hua) difficult-to-classify language. The paper presents an extensive examination of the Agaw language group. (Author/MSE)

ED 292 296 FL 017 208
Langendoen, D. Terence McDaniel, Dana S.
Agreement in Bloomfield.
Pub Date—Dec 87
Note—11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, Comparative Analysis, *Grammar, *Linguistic Theory, Morphemes, Phonetics, *Syntax, Uncommonly Taught Languages
Identifiers—Menominee
A discussion of Leonard Bloomfield's theory on grammatical agreement examines agreement within Bloomfield's overall scheme of syntactic analysis and relates it to current work in syntax. Bloomfield's three types of agreement (concord, government, and cross-reference) are outlined and compared to the contemporary distinction between pro-drop and non-pro-drop languages. It is concluded that Bloomfield's system distinguishes between pro-drop and non-pro-drop languages by distinguishing between two types of agreement. (MSE)

ED 292 297 FL 017 210
Mellor, Jeff

Some Steps To Improve Your Spoken English.
Tennessee Univ., Knoxville. Learning Research Center.
Pub Date—88
Note—12p.; Developed as part of the Special Collection on the Training of Teaching Assistants.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiotape Cassettes, *Classroom Communication, *English (Second Language), *Foreign Students, Graduate Students, Higher Education, Individual Instruction, *Oral Language, Teacher Education, *Teaching Assistants
Identifiers—*University of Tennessee Knoxville
The guide contains suggestions for University of Tennessee, Knoxville foreign teaching assistants to improve their command of spoken English. The first section offers four speech improvement suggestions requiring little or no extra time, including speaking English as much and as often as possible, imitating native speakers, asking for the correct form, and finding out what problems need the most attention. The second section lists relevant resources at the university, including testing and analysis, offerings and services of the audiology and speech and hearing departments, foreign student programs, American students willing to act as conversation partners, tapes and taped programs, trading of tutorial services, and television programs with a lot of conversational content. (MSE)

ED 292 298 FL 017 213
Gonsalves, Renison J.
A Definitional Analysis of English Causative Verbs; Its Linguistic and Psycholinguistic Basis.
Pub Date—Dec 87
Note—9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classification, *English, Linguistic Theory, Phrase Structure, Psycholinguistics, *Semantics, *Structural Analysis (Linguistics), *Verbs
Identifiers—*Causatives (Grammar), Markedness
Arguments in favor of a particular decompositional approach to word meaning are presented and contrasted with other theories. The approach in question uses semantic markers to represent word meanings. The semantic marker analysis of English causative verbs is outlined and illustrated, showing how such an analysis could account for the semantic properties and relations of sentences in which the verbs occur, and how it could account for some of the psychological evidence reported in the literature. A list of references is included. (MSE)

ED 292 299 FL 017 214
Cook, Haruko Minegishi
Group and Individual Evidentials: Sentence-Final "No" and Bare Verbs in Japanese.
Pub Date—Dec 87
Note—11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, *Cultural Context, Individualism, *Japanese, *Language Usage, Linguistic Theory, Pragmatics, *Semantics, Sociolinguistics, Uncommonly Taught Languages, *Verbs
Identifiers—*Markedness
The Japanese sentence-final particle "no" is analyzed as a marker of evidentiality, signaling that the speaker shares a commitment to the knowledge in question with a group of which he is part. In contrast, bare verb forms (BVs) (i.e., the absence of "no") indicate that the speaker, as an individual, is committed to the knowledge in question. These two forms are contrasted with other evidential markers such as those of reported speech and "territory of information" that concern whether the evidence lies with the speaker or with another. The data used in the study are drawn from 14 hours of audiotaped family conversation. The data reveal that while BVs frequently encode knowledge the Japanese consider inaccessible, such as psychological states, "no" frequently encodes knowledge it considers accessible. The proposed analysis accounts for data used to support previous analyses of "no," and also accounts for why "no" is used in particular conversational contexts. It concludes with a discussion of this analysis of "no" within a theory of social meaning. (MSE)

ED 292 300 FL 017 215
Chun, Dorothy M.
Intonation and Turn-Taking in German: Women vs. Men.
Pub Date—Dec 87
Note—23p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acoustics, Cues, *Cultural Context, Discourse Analysis, *German, *Intonation, Language Patterns, Language Research, *Sex Differences, *Social Behavior, Suprasegmentals
Identifiers—*Turn Taking
An acoustic study of German focused on voice frequency at sentence-, turn-, and discourse-end in conversations. The data were drawn from short dialogues in which the same word occurs at the ends of utterances, in the middle of a turn, at the end of a turn, and at the end of a discourse. The dialogues were read 10 times by a male and a female native speaker of German. Peak frequency, endpoint frequency, and the degree of the fall in frequency were computed. Results indicate that peak frequencies tend to vary greatly, while endpoint frequencies do not. Discourse-final frequency is characterized by a lower peak and smaller degree of fall, but not significantly lower frequency. In addition, the data show that the male speaker uses more sharply falling contours at turn-ends than the female speaker. (Author/MSE)

ED 292 301 FL 017 217
Sajavaara, Kari, Ed.
Discourse Analysis: Openings. Paper Presented at a Workshop on Discourse Analysis (Jyvaskyla, Finland, October 18-19, 1985). Reports from the Department of English, University of Jyvaskyla, No. 9.
Jyvaskyla Univ. (Finland). Dept. of English.
Report No.—ISBN-951-679-767-9
Pub Date—87
Note—158p.
Language—English; Finnish
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Discourse Analysis, Essays, Foreign Countries, High School Students, Interaction, Interpersonal Communication, Interpreters, Language Rhythm, Language Styles, Lecture Method, *Monologs, *Oral Language, *Persuasive Discourse, Pragmatics, Speech Skills, Suprasegmentals, *Translation, Written Language
Identifiers—*Finland, Hesitation (Speech), Modals (Verbs), *Politeness, Spontaneous Speech, Turn Taking
Topics covered in papers presented at a Finnish workshop on discourse analysis include, in English: the situational code in conversation; persuasive strategies and face-work in impromptu speech; historical aspects of complex behavioral strategies in politeness; the implications of predictability and unpredictability for negotiation discourse; and discourse analysis and the translator. Papers in Finnish address these topics: units of conversation and switches from one person to another; the pragmatic concept of politeness and modal auxiliaries; the discourse structure of lecture monologue; strategies in the essays written by Finnish high school students; and pauses, repairs, and hesitation in simultaneous interpretation. (MSE)

ED 292 302 FL 017 218
Laine, Eero J.
Affective Factors in Foreign Language Learning and Teaching: A Study of the "Filter." Jyvaskyla Cross-Language Studies, No. 13.
Jyvaskyla Univ. (Finland). Dept. of English.
Report No.—ISBN-951-679-719-9
Pub Date—87
Note—92p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Affective Behavior, *Educational Attitudes, Foreign Countries, Models, Personality, Second Language Instruction, *Second Language Learning, *Self Concept, Student Characteristics, *Student Motivation
Identifiers—Finland, Learning Environment
A study of the affective "filter" inhibiting student learning of a second language focuses on the critical features of the filter, especially student self-concept and the general roles of personality traits and learning attitudes. Relevant research on motivation, personality traits, attitudes, and self-concept as they relate to learning is reviewed and three learning models are discussed: the motivational model, the "filter" model, and the self-concept model. Specific aspects of motivation, personality traits, attitudes, and self-concept that may relate to language learning are outlined and applied to existing research findings. In conclusion, a working hypothesis concerning the affective filter in language learning, to be validated in a later study, is proposed. A seven-page reference list is provided and figures for the three learning models are appended. (MSE)

ED 292 303 FL 017 219
Sneck, Seppo
Assessment of Chronography in Finnish-English Telephone Conversation: An Attempt at a Computer Analysis. Jyvaskyla Cross-Language Studies, No. 14.
Jyvaskyla Univ. (Finland). Dept. of English.
Report No.—ISBN-951-679-720-2
Pub Date—87
Note—101p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Comparative Analysis, Computer Oriented Programs, Dialogs (Language), *English, *Finnish, *Intercultural Communication, *Interpersonal Communication, North Americans, Paralinguistics, Suprasegmentals, Time
Identifiers—*Finnish People, Hesitation (Speech), Telephone Conversation, Turn Taking
A study investigated time factors in two-person telephone conversations, in which visual clues were absent. The lengths and occurrences of vocalizations, pauses, turns, switching pauses, and simultaneous speech were measured with the aid of a computer program. The timing patterns of three conversation types were compared: two Finns speaking in Finnish; two Americans speaking in English; and a Finn and an American speaking in English. Clear differences were found between the two kinds of same-culture conversation: Finns allowed more numerous and longer switching pauses and thereby tolerated more silence, whereas Americans vocalized more and used shorter switching pauses. The differences diminished in the intercultural conversation, with adaptation more obvious for the Finns than the Americans. Simultaneous speech was very common in the two-culture conversations, with Finns speaking during the Americans' turns. This is interpreted as a possible symptom of a malfunctioning turn-taking mechanism and also a possible result of increased use of mistimed back-channel. It was also concluded that the computer analysis method can be useful in examining conversation timing. (MSE)

ED 292 304 FL 017 221
Short, Deborah J. Johnson, Dora E.
Eastern European Refugee Survey. Final Report.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.
Pub Date—Mar 88
Note—152p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Acculturation, Educational Needs, *Employment Patterns, English (Second Language), *Ethnic Groups, *Land Settlement, National Surveys, *Refugees, Second Language Instruction
Identifiers—Europe (East), *Polish People, *Rumanians
A survey of Polish and Romanian refugees, service providers who help with their resettlement, and refugee employers collected information about the refugees' resettlement experiences in order to update and refine cultural orientation (CO) training. The results show that these refugees have adjusted successfully to their new lives, have found employment, and have overcome the obstacles inherent in resettlement. The adjustment has been facilitated by CO training in several areas. In general, the employers praised their Eastern European employees highly, and the voluntary agencies agreed that despite conflicts between the refugees' expectations and the agencies' goals, their clients were able to adjust fairly well within 6-12 months. All groups viewed the CO training favorably, and requested

that the curriculum topics be augmented with more practical information and English language instruction and that the course time be lengthened. The report gives an overview of the study, outlines one-way variable results, presents comparison results, and includes the questionnaire forms used for the three survey groups. (MSE)

ED 292 305 FL 017 222
Reveron, Wilhelmina W.
Bilingualism: A Comprehensive Bibliography.
Pub Date—[88]
Note—15p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, *Bilingualism, *Communication Disorders, Evaluation Methods, Information Sources, Language Acquisition, *Language Tests, *Linguistic Theory, *Second Language Learning, Speech Improvement
A bibliography on bilingualism contains over 100 citations of articles, papers, monographs, and books in seven categories: theory, general issues, second language acquisition, communication disorders, assessment, treatment, and issues in education. (MSE)

ED 292 306 FL 017 223
Reveron, Wilhelmina W.
American Indians: A Comprehensive Bibliography.
Pub Date—[88]
Note—21p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indians, *Communication Disorders, *Cultural Traits, Evaluation Methods, Information Sources, *Language Acquisition, *Language Tests, Sociolinguistics, *Speech Improvement
A bibliography on American Indians contains almost 200 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (mother-child interaction, language community, form, content, usage, cognitive development); sociolinguistics (issues, dialect features, attitudes, sign language dialects); communication disorders (incidence, fluency disorders, functional language disorders, neurological disorders of speech and language, voice disorders, hearing disorders, treatment); assessment (test validity, reliability, and standardization, tests, nonstandard approaches, language assessment, hearing assessment, cognitive assessment); treatment (role of the speech-language pathologist, treatment approaches, issues in education, materials); and bibliographies. (MSE)

ED 292 307 FL 017 224
Reveron, Wilhelmina W.
Asian Americans: A Comprehensive Bibliography.
Pub Date—[88]
Note—14p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, *Communication Disorders, *Cultural Traits, Evaluation Methods, Information Sources, *Language Acquisition, *Language Tests, Sociolinguistics, *Speech Improvement
A bibliography on Asian Americans contains over 100 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (mother-child interaction, form, content, usage, second language acquisition, cognitive development); sociolinguistics (issues, features, language community); communication disorders (incidence, fluency disorders, functional language disorders, voice disorders, hearing disorders, treatment); assessment (test validity, reliability, and standardization, tests, nonstandard approaches, hearing assessment, cognitive assessment); treatment (role of the speech language pathologist, treatment approaches, issues in education materials); and bibliographies. (MSE)

ED 292 308 FL 017 225
Reveron, Wilhelmina W.
Hispanic Americans: A Comprehensive Bibliography.
Pub Date—[88]
Note—32p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Disorders, *Cultural Traits, Evaluation Methods, *Hispanic Americans, Information Sources, *Language Acquisition, *Language Tests, Sociolinguistics, *Speech Improvement
A bibliography on Hispanic Americans contains over 200 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (theoretical framework, mother-child interaction, language community, form, content, usage, second language acquisition, cognitive development); sociolinguistics (issues, dialect features, code-switching, language community, attitudes); communication disorders (incidence, fluency disorders, functional language disorders, neurological disorders of speech and language, voice disorders, hearing disorders, assessment, treatment); assessment (issues, test validity, reliability, and standardization, tests, nonstandard approaches, articulation assessment, language assessment, hearing assessment, cognitive assessment); treatment (role of the speech-language pathologist, training, treatment approaches, issues in education, materials); and bibliographies. (MSE)

ED 292 309 FL 017 226
Reveron, Wilhelmina W.
Black Americans: A Comprehensive Bibliography.
Pub Date—[88]
Note—51p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Dialects, *Blacks, Cognitive Development, *Communication Disorders, *Cultural Traits, Evaluation Methods, Information Sources, *Language Acquisition, *Language Tests, Sociolinguistics, *Speech Improvement
A bibliography on Black Americans contains over 450 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (theoretical framework, mother-child interaction, language community, form, content, usage, cognitive development); sociolinguistics (issues, dialect features, code-switching, language community, attitudes, sign language dialects); communication disorders (incidence and definitions, orofacial anomalies, articulation disorders, fluency disorders, functional language disorders, neurological disorders of speech and language, voice disorders, hearing disorders, assessment, treatment); assessment (issues, test validity, reliability, and standardization, tests, nonstandard approaches, language assessment, hearing assessment, cognitive assessment, test environment, training); treatment (conceptual framework, issues, role of the speech-language pathologist, training, treatment approaches, issues in education, materials); and bibliographies. (MSE)

ED 292 310 FL 017 227
Langendoen, D. Terence, Ed.
Linguistics in the Undergraduate Curriculum: Final Report.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—28 Mar 88
Grant—EH-20558-85
Note—1,076p.; For individual parts, see FL 017 228-248.
Pub Type— Information Analyses (070)
EDRS Price - MF08/PC44 Plus Postage.
Descriptors—Applied Linguistics, *College Curriculum, Correlation, Course Organization, *Curriculum Design, Educational Objectives, Experiential Learning, Foreign Countries, Higher Education, Information Science, Interdisciplinary Approach, Liberal Arts, Library Collections, *Linguistics, Literature Appreciation, Majors (Students), National Surveys, Nonmajors, Outreach Programs, Program Development, Relevance (Education), School Community Relationship, *Undergraduate Study
Identifiers—Canada, Cognitive Sciences, Stylistics, United States
A study examines the place of linguistics in undergraduate curricula in the United States and Canada, the nature and structure of the curriculum leading to a bachelor's degree in linguistics, and the population served by the curriculum. The final report consists of an overview of the study, including the forms used for the survey; a directory of undergraduate linguistics programs (appendix 1, compiled by F. Heny); a summary of the status of linguistics in the undergraduate curricula (appendix 2); a paper on using existing resources to develop an undergraduate linguistics major (appendix 3, by M. Ohala and A. Zwicky); advocacy statements concerning applied linguistics, clinical linguistics, community outreach, linguistics and the study of literature, linguistics and the teaching of science, linguistics as a cognitive science, linguistics as an experimental discipline, linguistics and its relationship to cognitive science and liberal education, linguistics in the study of information and intelligence, stylistics and poetics, teaching linguistics in an interdisciplinary curriculum, teaching linguistics to non-linguistics majors, and the University of California at Santa Cruz linguistics major (appendixes 4A-40, by P. Angelis et al.). Descriptions of about 30 linguistics courses are given (appendix 5), and a suggested library collection for undergraduate linguistics programs is presented (appendix 6). (MSE)

ED 292 311 FL 017 228
Langendoen, D. Terence
Linguistics in the Undergraduate Curriculum.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—28 Mar 88
Grant—EH-20558-85
Note—15p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, Data Collection, Financial Support, Foreign Countries, Higher Education, Information Dissemination, *Linguistics, National Surveys, Questionnaires, Staff Utilization
Identifiers—Canada, United States
An overview is given of a study that examined the place of linguistics in undergraduate curricula in the United States and Canada, the nature and structure of the curriculum leading to a bachelor's degree in linguistics, and the population served by the curriculum. The overview describes the project and its major activities (data collection and analysis, commissioned papers, gathering of sample course descriptions, and formulation of a suggested library collection for undergraduate linguistics programs), staffing, funding, and dissemination of results. It also contains copies of the survey forms and letters. (MSE)

ED 292 312 FL 017 229
Heny, Frank, Ed.
Directory of Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 1.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—381p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Bachelors Degrees, *College Curriculum, Course Descriptions, *Degree Requirements, Foreign Countries, Higher Education, *Linguistics, *Majors (Students), National Surveys, Program Design, Specialization
Identifiers—Canada, United States
A directory of programs leading to bachelor's degrees in linguistics in the United States and Canada contains major and minor requirements and brief course descriptions for 127 institutions. Program emphases and specializations are noted. (MSE)

ED 292 313 FL 017 230
Langendoen, D. Terence
The Status of Undergraduate Education in Linguistics in the United States and Canada. Linguistics in the Undergraduate Curriculum, Appendix 2.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—66p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Numerical/Quantitative Data (110) —

Reference Materials (130)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrative Organization, *Bachelors Degrees, College Curriculum, Departments, *Enrollment Rate, Foreign Countries, Higher Education, *Linguistics, *Majors (Students), National Surveys, Undergraduate Study
Identifiers—Canada, United States
An analysis of the status of undergraduate linguistics programs in the United States and Canada includes information about 165 U.S. and 18 Canadian institutions. It presents: alphabetic and state-by-state listings of the institutions offering linguistics education, including the recent history of their participation in the Linguistic Society of America's surveys; program status (program or department, major, joint major, minor, master's and doctoral program availability); information about program administrative structure; linguistics offerings within other departments or programs; bachelor's degrees granted through the programs; enrollment rates and trends for linguistics majors and minors; and linguistics course enrollments. (MSE)

ED 292 314 FL 017 231
Ohala, Manjari Zwicky, Arnold
Using Existing Resources To Develop an Undergraduate Linguistics Major. Linguistics in the Undergraduate Curriculum, Appendix 3.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—8p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Organization, College Credits, College Curriculum, College Faculty, Curriculum Development, Educational Objectives, Equipment, Graduate Study, Higher Education, Library Materials, *Linguistics, *Majors (Students), *Program Administration, *Program Design, *Undergraduate Study
Issues in the development of an undergraduate linguistics major are discussed for linguists wanting to initiate such a major at their institution. The discussion, which assumes the pre-existence of service courses in linguistics, addresses administrators' questions and concerns in deciding whether to implement a major program, including: the objectives of such a program other than preparing students for advanced study in linguistics; the program's administrative status; resources required for initiating a major (courses and faculty, crosslisting of courses for graduate and undergraduate credit, library resources, equipment, and other specialized material); and differences between the proposed degree program and other similar programs offered in the geographic vicinity. (MSE)

ED 292 315 FL 017 232
Angelis, Paul J. Judd, Elliott
Applied Linguistics: An Overview. Linguistics in the Undergraduate Curriculum, Appendix 4-A.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—13p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Applied Linguistics, *College Curriculum, Curriculum Design, *Dialects, Higher Education, *Immigrants, Intellectual Disciplines, *Interdisciplinary Approach, *Language Planning, Language Variation, Refugees, Scholarly Journals, Second Language Instruction, Serials, Undergraduate Study
A discussion of the field of applied linguistics defines the scope of the discipline, outlines some of the regular publications and activities within it, and looks at four examples of its role in the field of education: language planning, refugee and immigrant issues, dialect issues, and varieties of English. It is emphasized that in these and other areas, applied linguistics is an interdisciplinary endeavor, combining the information and expertise gained from linguistics and from a variety of other fields, as appropriate. (MSE)

ED 292 316 FL 017 233
Wilbur, Ronnie
Clinical Linguistics. Linguistics in the Undergraduate Curriculum, Appendix 4-B.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—10p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Sign Language, *College Curriculum, Correlation, *Educational Needs, Higher Education, Intellectual Disciplines, *Language Handicaps, *Linguistics, *Program Design, *Speech Handicaps, Undergraduate Study
Identifiers—*Clinical Linguistics
A discussion of the field of clinical linguistics outlines the scope of the discipline, notes its relationship to other speech- and language-related fields, and describes the components of an undergraduate program for individuals in a linguistically relevant clinical field. It suggests general linguistics curriculum components for clinical undergraduates (including general and descriptive linguistics, phonetics, field methods and problem-solving, and current theories of syntax and phonology) and the clinical linguistics appropriate for the linguistics undergraduate. Comments on the relationship of linguistics to American Sign Language are also presented. (MSE)

ED 292 317 FL 017 234
Cairns, Charles E.
Community Outreach. Linguistics in the Undergraduate Curriculum, Appendix 4-C.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—9p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, College Curriculum, Community Programs, English (Second Language), Haitian Creole, *Haitians, Higher Education, *Hispanic Americans, Language Teachers, *Linguistics, *Literacy Education, Organizational Climate, *Outreach Programs, *School Community Relationship, Spanish, Teacher Education, Uncommonly Taught Languages, Undergraduate Study
Identifiers—*City University of New York Queens College
A community outreach program of the Queens College (New York) Linguistics Department is described as an example of the potential for institutional involvement with the community through linguistics. The report outlines the program's origins and early activities, and then describes a period of active program development, from 1983-1986, resulting from a number of grants. The program had three target populations, Spanish-illiterate Hispanics, nonliterate English-speaking adults, and nonliterate speakers of Haitian Creole; its components include: (1) training for literacy teachers and teachers of English as a second language (ESL), and (2) community literacy/ESL classes. It is noted that a key factor in the program's success has been the active interest of the college administration. Five conclusions about program effectiveness are made that: (1) although clarity about goals is necessary, flexibility is also important; (2) community leaders and students should be involved in all stages of planning and execution; (3) internal institutional support must be assured; (4) resources must be carefully identified and the danger of over-extension must be heeded; and (5) identification with divisive partisan issues must be avoided. (MSE)

ED 292 318 FL 017 235
Steward, Ann Harleman
Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—30p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Curriculum, Correlation, *Discourse Analysis, *Grammar, Higher Education, *Interdisciplinary Approach, *Linguistics, *Literature Appreciation, Phonology, Pragmatics, Psycholinguistics, Semantics, Sociolinguistics, Syntax, Undergraduate Study
Linguistics gives the student of literature an analytical tool whose sole purpose is to describe faithfully the workings of language. It provides a theoretical framework, an analytical method, and a vocabulary for communicating its insights–all designed to serve concerns other than literary interpretation and evaluation, but all useful for determining how a work of literature achieves its effect. Through the varied perspectives of grammar, discourse analysis, phonology, syntax, semantics, sociolinguistics, psycholinguistics, and pragmatics, linguistics becomes an independent point of entry into the literary work. Linguistic analysis imposes a measure of objectivity on the reader's initial intuition, provides a means for articulating that intuition, and suggests directions to explore. (MSE)

ED 292 319 FL 017 236
Wilkins, Wendy
Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—13p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *College Curriculum, Correlation, Grammar, Higher Education, *Interdisciplinary Approach, *Linguistics, *Science Instruction, *Scientific Methodology, Syntax, Undergraduate Study
Identifiers—*Cognitive Sciences
Linguistics, as one of the cognitive sciences, has much to offer the teaching of basic science, i.e., the teaching of how to ask and investigate interesting questions. Linguistics is particularly well-suited for teaching about the process of "doing" science because the methodology appropriate to the study of language from a generative viewpoint is, in fact, scientific methodology. Scientific methodology provides an orderly arrangement for, and analysis of, data and a means to search for relationships that explain and predict the behavior of the observed phenomena. The discipline has other practical advantages for teaching the scientific method: it has inherent interest, requires little advanced mathematics because it relies on forms of formal reasoning more easily accessible to many students, requires no expensive laboratories or equipment, has all the relevant data readily available to anyone who has acquired a language, has an immediate connection to computer science, and is central to cognitive science as the study of the human mind. (MSE)

ED 292 320 FL 017 237
Lakoff, George
Linguistics as a Cognitive Science and Its Role in an Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-F.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—13p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anthropology, Cognitive Processes, *College Curriculum, College Faculty, Correlation, Higher Education, *Inquiry, Intellectual Disciplines, Interdisciplinary Approach, *Linguistics, Literary Criticism, Philosophy, Psychology, Student Attitudes, *Teacher Qualifications, Undergraduate Study
Identifiers—*Cognitive Sciences
In most colleges and universities, linguistics is taught very little, while disciplines intellectually de-

pendent on results in linguistics are taught almost universally. An understanding of the central issues in philosophy, psychology, anthropology, literature, and artificial intelligence requires an understanding of linguistics, but most institutions have no significant offerings in linguistics, and certainly not sufficient offerings to provide students with what they need to know if they are to make sense of today's great intellectual issues. Institutions that do have a wide variety of linguistics offerings are able to give significant advantages to students in a wide variety of disciplines. Experience shows that students respond enthusiastically to learning about the contributions linguistics can make to intellectual issues in their major disciplines. Linguistics faculty should be familiar with both generative and cognitive-functionalist approaches, and be able to interpret the significance of linguistics for a general intellectual audience. (MSE)

ED 292 321 FL 017 238
Ohala, John J.
Linguistics as an Experimental Discipline. Linguistics in the Undergraduate Curriculum, Appendix 4-G.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—38p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bibliographies, *College Curriculum, *Experiments, Higher Education, Intellectual Disciplines, Interdisciplinary Approach, *Linguistics, Morphology (Languages), Phonetics, Phonology, *Scientific Methodology, Undergraduate Study
Linguistics is on the verge of becoming an experimental discipline; an undergraduate major tailored to reflect this can attract a wider range of students, relate linguistics subject matter to the real world in a more exciting way, challenge students to address more deeply the problems of philosophy and philosophy of science than in some other disciplines, and provide conceptual knowledge and practical skills for better employment potential. A range of experimental techniques have been used successfully in linguistics, and could be used by undergraduates with only a modest investment in equipment. These include experiments in phonetics, phonology, morphology, syntax and semantics, and interdisciplinary sub-areas of linguistics. Suggested print resources for each of these areas are appended. (MSE)

ED 292 322 FL 017 239
Heny, Frank
Linguistics, Cognitive Science and Liberal Education. Linguistics in the Undergraduate Curriculum, Appendix 4-H.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—22p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, Educational Objectives, Grammar, Higher Education, *Humanities Instruction, *Liberal Arts, *Linguistics, Majors (Students), *Relevance (Education), Science Instruction, *Scientific Methodology, Undergraduate Study
Identifiers—*Cognitive Sciences
The goals of liberal education are to deepen the understanding of the nature of humankind and of the human condition. In the last half century, fundamental changes have occurred in perceptions of how the human species relates to the rest of the universe, due to developments in science and the creation of the cognitive sciences. There is now the danger that even the best liberal education will focus too narrowly on the humanities and ignore science as irrelevant. The cognitive sciences could help create a new curriculum in which natural science plays an essential role because cognitive sciences: (1) have numerous deep ties with both the natural sciences and the humanities; (2) are young enough to be more easily influenced to play an important educational role than other, more established sciences; and (3) demand significantly less specialization and are more accessible to undergraduates than the traditional sciences. Linguistics already has a theoretical framework more sophisticated than any other cognitive science and has a highly articulated, well-defined subject area in language. Imaginatively conceived courses on language and linguistic theory could begin and sustain necessary changes in our conception of what is normal in a liberal education. (Author/MSE)

ED 292 323 FL 017 240
Feinstein, Mark Stillings, Neil
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—13p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *College Curriculum, Correlation, Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, *Liberal Arts, *Linguistics, *Undergraduate Study
Identifiers—*Cognitive Sciences
Cognitive science has recently emerged as a new interdisciplinary field incorporating parts of psychology, computer science, philosophy, neuroscience, and linguistics. Its goal is to bring the theoretical and methodological resources of the contributing disciplines to bear on an integrated investigation of thought, meaning, language, perception, and mentally guided action. The contributing disciplines have begun to converge on a common paradigm, the computational or information processing view. If conceived of and taught as a broad, integrative area of study, cognitive science deserves a prominent place in the liberal arts curriculum, and linguistics merits a central place because language is the most prominent marker of human intelligence. Interdisciplinary cognitive science programs are in various stages of development at about 40 higher education institutions in the United States, most drawing on the resources of previously existing departments and faculty. The study of language provides a testing ground for broad questions about the nature and structure of the mind, and can enrich pedagogical and intellectual work in other disciplines with or without an organized program in cognitive science. (MSE)

ED 292 324 FL 017 241
Wasow, Thomas
Linguistics in the Study of Information and Intelligence. Linguistics in the Undergraduate Curriculum, Appendix 4-J.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—11p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *College Curriculum, Computer Science, Correlation, Higher Education, *Information Science, *Intelligence, *Interdisciplinary Approach, Language Processing, *Linguistics, Linguistic Theory, Logic, Philosophy, Program Descriptions, Psychology, Relevance (Education), Undergraduate Study
Identifiers—*Cognitive Sciences, Stanford University CA
Stanford University's new Symbolic Systems Program is an interdisciplinary undergraduate program focusing on understanding the nature of intelligent behavior. It brings together the disciplines of cognitive psychology, logic, computer science and artificial intelligence, philosophy, and linguistics in a newly emerging field of research concerned with the structure, content, and processing of information. Linguistics plays a central role in the program because, as the systematic study of human language, it can contribute greatly to the development of a general theory about how information is conveyed through symbols. The field of linguistics also deals with an exceptional range of phenomena, and is intellectually and practically accessible to an undergraduate student, making it an especially suitable vehicle for teaching undergraduates how to evaluate theories. (MSE)

ED 292 325 FL 017 242
Jackendoff, Ray
Some Thoughts on the Role of Linguistics in a Liberal Arts Education. Linguistics in the Undergraduate Curriculum, Appendix 4-K.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—6p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, Higher Education, *Humanistic Education, *Liberal Arts, *Linguistics, *Relevance (Education), Scientific Methodology, Undergraduate Study
There are several well-known arguments for including linguistics in a liberal arts education. Linguistic theory can be presented as an experimental science in which it is particularly easy to do experiments. In addition, it is a field so new that, in an introductory course, areas about which little is known can be reached in some detail, with students themselves providing crucial evidence. An argument that has received less attention is that linguistics provides important evidence about human nature as exemplified in language. When this approach is taken in the classroom, the student gains a much greater respect for the complexity and richness of the human mind and learns to question the simple-minded views that underlie much contemporary psychological, economic, and political reasoning. (MSE)

ED 292 326 FL 017 243
Freeman, Donald C.
Stylistics and Poetics. Linguistics in the Undergraduate Curriculum, Appendix 4-L.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—10p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, Correlation, *Discourse Analysis, *English Instruction, Higher Education, *Interdisciplinary Approach, Language Styles, Language Usage, *Linguistics, *Poetry, Undergraduate Study
Identifiers—*Stylistics
Linguistics can make major contributions to the undergraduate liberal arts curriculum, as exemplified in the relationship between linguistics and the English curriculum. The major points of contact between English and linguistics are the areas of stylistics and poetics. In the study of English, linguistics can enrich descriptions of texture (stylistics) and constrain theoretical claims (poetics). Through stylistics and poetics, linguistics can influence the undergraduate English curriculum from freshman composition to the senior seminar. The influence will increase to the extent that linguists do not make exaggerated claims of superior validity for the facts their theoretical analyses of texts uncover, and that English scholars resist the temptation to impute "scientism" to linguistics. (MSE)

ED 292 327 FL 017 244
Freeman, Margaret H.
Teaching Linguistics in an Interdisciplinary Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-M.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—10p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227. Document contains bro-

ken type.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *Cognitive Structures, College Curriculum, *Curriculum Development, Educational Strategies, *Experimental Curriculum, Higher Education, *Interdisciplinary Approach, *Linguistics, *Linguistic Theory, Program Design, Undergraduate Study
Identifiers—State University of New York Coll at Old Westbury
Over 75 years ago, a British report on education commented on the confusion of aims in English language teaching, citing the quality of teaching, unsuitable textbooks, and lack of a coherent sense of purpose. Experience has shown that undergraduate linguistics has not come far since then. In the experimental, interdisciplinary program at the State University of New York, College at Old Westbury, students were found to be unprepared to cope with the curriculum because they lacked appropriate skills in hierarchical organization, generalization, and categorization, and did not know how to structure a problem to solve it. This suggests that the aims of the undergraduate linguistics course should be different from those of the graduate curriculum, with the greatest barrier to be overcome being the students' resistance to the challenges and responsibilities of thinking for themselves. In addition, the theoretical and technical aspects of the discipline, following the Bloomfieldian emphasis on methodology and analytical technique, may be unsuitable for undergraduate study. Linguists' bias toward the theoretical should not be allowed to control the curriculum to the exclusion of other valuable approaches to integrating other disciplines such as psychology and sociology, which may be more appropriate for the undergraduate level. (MSE)

ED 292 328 FL 017 245
Levin, Nancy
Teaching Linguistics to Non-Linguistics Majors. Linguistics in the Undergraduate Curriculum, Appendix 4-N.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—9p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227. Document contains broken type.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *College Curriculum, *Course Content, *Course Organization, Higher Education, Interdisciplinary Approach, *Linguistics, Linguistic Theory, *Nonmajors, *Relevance (Education), Student Attitudes, Transfer of Training, Undergraduate Students, Undergraduate Study
In some colleges and universities, linguistics does not have a positive image. This is due in part to the number of students that struggle through linguistic theory that they will forget once the examination or course is over. However, instructors can make linguistics courses serving primarily nonmajors more attractive by omitting certain topics and incorporating others that may be less central to the concerns of linguistic theory but are more interesting and useful to the nonspecialist. Since linguistics overlaps a number of disciplines, it both broadens and strengthens the background of students in linguistics-related fields. In addition, the practice of viewing language phenomena analytically transfers well to unrelated disciplines that require the same type of thinking, such as mathematics or computer science. Linguistics courses tailored to the nonmajor can be just as challenging as those that are not. (Author/MSE)

ED 292 329 FL 017 246
Hankamer, Jorge
THE USCS Linguistics Major. Linguistics in the Undergraduate Curriculum, Appendix 4-O.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—14p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bachelors Degrees, *College Curriculum, Course Content, Course Descriptions, *Degree Requirements, Graduate Study, Higher Education, *Linguistics, *Majors (Students), Program Descriptions, *Program Design, Public Schools, Undergraduate Study, Universities
Identifiers—*University of California Santa Cruz
The undergraduate linguistics program at the University of California at Santa Cruz is described, the courses and course sequences are outlined, and the place of the major in the general curriculum is discussed. The program has been actively developed since 1980, when it was in danger of being discontinued, and now offers rigorous instruction in linguistic theory to a rapidly growing enrollment. The program goal is to teach undergraduates to engage in investigation and analysis of linguistic structures, based on the four principles of focus, professionalism, rigor, and fun. It offers 8 lower division and 27 upper division courses, and the major is built around three basic course sequences focusing on syntax, semantics, and phonology. Special program features include opportunities for students to assist in teaching courses, a research seminar, and publication of student papers. A closely interrelated graduate program has been initiated. The university as a whole has benefitted from the strengthening of the linguistics program, and the program has benefitted from a supportive administration and a high quality student body. (MSE)

ED 292 330 FL 017 247
Sample Undergraduate Linguistics Courses. Linguistics in the Undergraduate Curriculum, Appendix 5.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—180p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Animals, Bilingualism, Black Dialects, College Curriculum, Communication (Thought Transfer), *Course Content, Course Descriptions, *Course Organization, Discourse Analysis, Ethnic Groups, Faculty Development, Fantasy, Grammar, Higher Education, Individualized Instruction, Interdisciplinary Approach, Introductory Courses, Language Planning, *Linguistics, Literature Appreciation, Logic, Neurolinguistics, Persuasive Discourse, Phonology, Psycholinguistics, Science Fiction, Sociolinguistics, Suprasegmentals, *Undergraduate Study
Thirty-six nontraditional undergraduate courses in linguistics are described. Course topics include: animal communication, bilingualism, sociolinguistics, introductory linguistics, language and formal reasoning, language and human conflict, language and power, language and sex, language and the brain, language planning, language typology and universals, the languages of science fiction and fantasy, languages of the world, linguistics and related disciplines, linguistic approaches to point of view in fiction, linguistics and literature, faculty enrichment in linguistics, phonology, the politics of language, psycholinguistics, Black English, textual analysis, thinking linguistics, traditional grammars, suprasegmentals, designing and implementing undergraduate linguistics courses, and writing systems and decipherment. Each description includes information about the course level, content, required and suggested readings, syllabus, requirements, other features, and a source of further information. (MSE)

ED 292 331 FL 017 248
Library List: A Suggested Library Collection for Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 6.
Linguistic Society of America, Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Dec 87
Grant—EH-20558-85
Note—226p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Bibliographies, Bilingualism, Case Studies, *College Curriculum, Communication Skills, Grammar, Higher Education, *Library Collections, *Linguistics, Phonetics, Psycholinguistics, Second Language Learning, Semantics, Sociolinguistics, *Undergraduate Study
Identifiers—*Middlebury College VT
A list of linguistics-related holdings in the Middlebury College (Vermont) library is presented as an example of a well-developed library collection for an undergraduate linguistics program. The materials are listed under 10 headings corresponding to the best-represented subareas in the collection: linguistics, semantics, grammar (comparative and general), sociolinguistics, psycholinguistics, language acquisition, bilingualism, animal communication, phonetics, and mathematical linguistics. Most were published after 1970. In addition, a list of linguistics-related journals held in most or all institutions in the University of California system and several other California institutions is provided. Additional useful bibliographies are suggested as well. (MSE)

ED 292 332 FL 017 249
Lalande, John F. II, Ed.
Shaping the Future of Foreign Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Languages.
Central States Conference on the Teaching of Foreign Languages.
Pub Date—88
Note—156p.; Central States Conference on the Teaching of Foreign Languages (Denver, CO, April 13-16, 1988). For individual papers, see FL 017 250-260.
Pub Type— Collected Works - Proceedings (021) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Articulation (Education), Classroom Techniques, *Educational Trends, Elementary Education, *FLES, Futures (of Society), German, Higher Education, Hispanic American Culture, *Language Proficiency, Language Teachers, Learning Disabilities, Rural Schools, Science Activities, Second Language Instruction, *Second Language Programs, Spanish, Teacher Education, Teacher Recruitment, Textbooks, Trend Analysis, Urban Schools, Vocabulary Development
Selected papers from the 1988 conference on foreign language issues for the future include: "Articulation for Elementary School Foreign Language Programs: Challenges and Opportunities" (Carol Ann Pesola); "Articulation: A Resolvable Problem?" (Dale L. Lange); "Profiles of Frustration: Second Language Learners with Specific Learning Disabilities" (Bettye J. Myer, Leonore Ganschow); "Improving Foreign Language Teaching through Innovative Recruiting and Training" (Mary E. Apodaca, Kathleen Y. Ensz, Jan C. Herrera, Lynn A. Sandstedt); "Urban FLES Models: Progress and Promise" (Carolyn Andrade, Diane Ging); "Rural FLES Models: Teachers and Students Learning a Foreign Language" (Patricia Davis Wiley); "Language Learning through Science Activities: Grade School (F.L.A.G.) and Immersion Settings" (Elvina L. Palma, Bettye J. Myer); "Hispanic-American Songs and Poems for the Classroom" (Cida S. Chase); "Strategies for the Teaching of Vocabulary Based on Oral Frequency Counts" (T. Wendell Jackson, J. Halvor Clegg); "Proficiency Orientation, Vocabulary, and Selected First-Year College German Textbooks" (Sibylle Bolton); and "Activities for Building Students' Proficiency in Spanish Classes" (Carmen Garcia, Odette Scott, William Bruhn). (MSE)

ED 292 333 FL 017 250
Pesola, Carol Ann
Articulation for Elementary School Foreign Language Programs: Challenges and Opportunities.
Pub Date—88
Note—11p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Articulation (Education), Elemen-

tary Education, FLES, Institutional Cooperation, Program Administration, *Program Design, Secondary School Curriculum, Second Language Programs, Student Placement

While foreign language instruction for elementary school children is gaining attention, poor articulation is a problem that has become more complex because of the variety of foreign language program models being developed. Five main types are in use: total immersion, partial immersion, foreign languages in the elementary school (FLES), content-enriched FLES, and foreign language experience or exploratory (FLEX). As different as the models are, one principle applies to all: no elementary school foreign language program graduate should be placed with beginners in middle or junior high school. However, each of the program models has different implications for the subsequent curriculum. Successful articulation between elementary and secondary schools requires ongoing communication and close cooperation among language teachers at all levels. Elementary school foreign language programs must be considered part of the total foreign language program, not a mere prelude unrelated to the goals and activities of the secondary curriculum. The elementary school language teacher will have to be able to describe the communicative and cultural outcomes of instruction very specifically. Articulation will be smooth only if students are achieving predictable outcomes consistent across grade levels. Successful elementary programs will necessitate secondary curriculum changes and careful placement procedures. (MSE)

ED 292 334 FL 017 251

Lange, Dale L.

Articulation: A Resolvable Problem?

Pub Date—88

Note—22p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Education), Correlation, Course Descriptions, *Curriculum Development, Institutional Cooperation, *Instructional Materials, Second Language Instruction, *Second Language Programs, *Student Role, Teacher Effectiveness, *Teacher Role, Teaching Methods, Testing

Articulation remains a significant problem in language education as in education in general. The particular concern is that articulation is targeted toward programs and not toward learners. Specific language teaching methods, and use of more-uniform teaching materials and testing have been used to cope with the problem. However, a broader definition of articulation emphasizes the interconnectedness of content, curriculum, and instruction as they facilitate student learning. The interrelationships of the three elements are vital to resolutions of the issue. Several principles help resolve the problem: careful curriculum development, feedback to students that relates to their learning, monitoring at all levels and by a variety of methods, use of carefully chosen and appropriate materials, less emphasis on grammar, teacher preparation that focuses on these interrelationships and, most important, communication and cooperation for the student's benefit. (MSE)

ED 292 335 FL 017 252

Myer, Bettye J. Ganschow, Leonore

Profiles of Frustration: Second Language Learners with Specific Learning Disabilities.

Pub Date—88

Note—23p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Aptitude Tests, Case Studies, Cognitive Processes, College Students, *Educational Diagnosis, *Graduation Requirements, Higher Education, *Language Aptitude, Language Rhythm, *Learning Disabilities, Learning Strategies, Secondary Education, Second Language Instruction, *Second Language Learning, *Student Characteristics, Student Needs

Two years of language study is a requirement in most colleges and universities for many degree programs and, at the high school level, an expectation for college-bound students. However, some very capable students with specific learning disabilities (SLD) have difficulty learning a second language. Recent research has identified characteristics of students with language-based learning disabilities and of students who are successful language learners. It has also identified some of the problems the former group of students may encounter in the second-language classroom. The characteristics of the disabilities are diverse and do not fit a single profile, but some typical patterns have emerged. Colleges and universities have begun to develop formalized procedures to provide these students with needed services and course alternatives. Students can be taught adaptive cognitive strategies to apply to foreign language learning, in effect teaching the students how to learn language-related skills. This, along with the provision of academic options for SLD students having difficulty with language requirements, is a logical direction for foreign language education to take. (MSE)

ED 292 336 FL 017 253

Apodaca, Mary E. And Others

Improving Foreign Language Teaching through Innovative Recruiting and Training.

Pub Date—88

Note—10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

Pub Type— Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Innovation, *French, Institutional Cooperation, Language Skills, *Language Teachers, Second Language Instruction, *Spanish, State Departments of Education, Statewide Planning, *Teacher Education, *Teacher Improvement, *Teacher Recruitment, Teacher Supply and Demand

Identifiers—*Colorado

In 1983, Colorado began a project to augment its pool of qualified French and Spanish teachers, enhance the foreign language programs of participating schools, improve the skills of French and Spanish teachers already teaching, meet the need of isolated rural districts, and develop alternative and accelerated teacher certification. A task force was formed to recruit teacher trainees among targeted groups of individuals and in districts willing to sponsor an internship placement. Seven French-language and 12 Spanish-language participants from three school districts were selected. The participating schools derived benefits including the design of a foreign language program improvement/enhancement plan, an additional resource person provided at low cost, opportunity for staff and students to work with an intern with a unique background, on-the-job training for potential teachers, opportunities for faculty workshops and in-service credit, and recognition for their contribution. Three divisions of the University of Northern Colorado cooperated to develop individualized academic programs for the participants, with the assistance of the Colorado Department of Education. Fourteen of the participants will become newly certified teachers, and five will return to their teaching positions with additional credentials and improved skills. (MSE)

ED 292 337 FL 017 254

Andrade, Carolyn Ging, Diane

Urban FLES Models: Progress and Promise.

Pub Date—88

Note—20p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Articulation (Education), Case Studies, Elementary Education, *FLES, Introductory Courses, Language Teachers, Program Descriptions, *Program Design, *Program Development, Program Effectiveness, *Program Implementation, Second Language Programs, State Surveys, *Urban Schools

Identifiers—Ohio (Cincinnati), Ohio (Columbus)

A discussion of foreign languages in the elementary school (FLES) begins with a brief history of the program's emergence and status in the United States, a summary of the rationale for early language study, and descriptions of the major FLES program types. An Ohio survey of elementary school foreign language instruction is reported, and the programs of two Ohio cities, Cincinnati and Columbus, are described in some detail, focusing on program emphases, design, and results. General suggestions are made for choosing and implementing FLES programs, and the importance and mechanics of program articulation are discussed. Issues emerging for future planning of FLES programs are noted, including teacher training needs, the need for adequate and appropriate materials, and the importance of collaboration among language teachers at all levels. (MSE)

ED 292 338 FL 017 255

Wiley, Patricia Davis

Rural FLES Models: Teachers and Students Learning a Foreign Language.

Pub Date—88

Note—10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Curriculum Development, Elementary Education, *FLES, Higher Education, Intensive Language Courses, Interdisciplinary Approach, *Introductory Courses, Program Descriptions, *Program Design, *Rural Schools, *Second Language Programs, Spanish, Teacher Education

Identifiers—*Morgan County School System TN, University of Tennessee Knoxville

The foreign language education program in the department of curriculum and instruction at the University of Tennessee at Knoxville has worked with the Morgan County School System to develop a foreign language experience (FLEX) program in Spanish for that district. The program has three phases: (1) 1 year of in-service instruction in language and methodology for the 28 volunteering K-4 teachers, (2) development of an interdisciplinary curriculum, and (3) intensive language training for 11 lead teachers. The program has become the only district-wide FLEX program in the state, and it is taught by monolingual elementary classroom teachers. Near the end of the initial teacher training period, a group of the participating teachers requested additional Spanish training and the opportunity to design an interdisciplinary curriculum. An off-campus graduate class incorporating both language instruction and curriculum design was created for the interested teachers. The third phase of the program is a combined year-long graduate course for the 11 lead teachers and in-service training for the other 17. The program illustrates how a university and a school district can cooperate to fund, plan, and implement a special linguistic enrichment experience for both classroom teachers and their students. (MSE)

ED 292 339 FL 017 256

Palma, Elvina L. Myer, Bettye J.

Language Learning through Science Activities: Grade School (F.L.A.G.) and Immersion Settings.

Pub Date—88

Note—12p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

Pub Type— Guides - Classroom - Teacher (052) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Classroom Techniques, *Curriculum Development, Elementary Education, *FLES, *Immersion Programs, Lesson Plans, *Science Activities, Science Instruction, Second Language Instruction, *Second Language Learning, *Second Language Programs, Vocabulary Development

Identifiers—Content Area Teaching
A discussion of the use of science activities as a technique for second language instruction focuses on its application in both immersion and more traditional pull-out programs in the elementary school. First, a rationale for the use of hands-on science experiences in grade school second language classes is presented, noting the value of the emphasis on content and evidence in the literature supporting the use of science activities for language development. Second, a four-step procedure for the introduction of vocabulary and structures that leads the learner carefully through the stages of listening comprehension to speech production is presented and illustrated in a lesson plan. Brief descriptions of viable options for science lessons and a list of print resources are also included. (MSE)

ED 292 340 FL 017 257
Chase, Cida S.
Hispanic-American Songs and Poems for the Classroom.
Pub Date—88
Note—10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, Classroom Techniques, Cubans, *Hispanic American Culture, Hispanic Americans, Instructional Materials, Latin American Culture, *Poetry, Second Language Instruction, *Songs, *Spanish
Songs and poems with origins in Hispanic-American cultures are presented for the classroom use of Spanish teachers. Some information about the selections, their characteristics and idiosyncracies, and their specific uses in instruction is provided. (MSE)

ED 292 341 FL 017 258
Jackson, T. Wendell Clegg, J. Halvor
Strategies for the Teaching of Vocabulary Based on Oral Frequency Counts.
Pub Date—88
Note—11p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.
Pub Type— Information Analyses (070) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Classroom Techniques, Computer Oriented Programs, Dialects, Form Classes (Languages), Language Research, Language Usage, *Oral Language, Second Language Instruction, *Spanish, Verbs, *Vocabulary Development, *Word Frequency
Previous research on Spanish vocabulary for second language instruction has focused primarily on word frequency in a variety of print sources, and has the added disadvantages of being outdated and having too complex a format. A new, computer-based analysis of spoken Spanish from different dialect regions of the world was undertaken to provide more useful information for teaching core vocabulary. The results are similar to those of earlier studies, showing that: there is considerable semantic divergence in personal vocabulary choice; function words comprise the vast majority of high frequency vocabulary; a nucleus of common adverbs provides a basis for general instruction; a nucleus of eight common adjectives also provides a basis for general instruction; the 10 most frequent verbs account for more than half of total usage; four verb tenses account for over 80 percent of forms used; the present tense accounts for over 50 percent of forms used; the infinitive is the second most used verb form; some individual conjugated forms comprise large proportions of overall frequency; some verb forms occur in less than one-half of the one percent of usage; and some verb forms tend to "specialize" in a limited number of forms. The results and their implications for instructional approaches and emphases are discussed. (MSE)

ED 292 342 FL 017 259
Bolton, Sibylle
Proficiency Orientation, Vocabulary, and Selected First-Year College German Textbooks.
Pub Date—88
Note—10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College Second Language Programs, Comparative Analysis, Educational Strategies, *German, Higher Education, Introductory Courses, *Language Proficiency, Second Language Instruction, Speech Skills, *Textbook Content, *Textbook Evaluation, Textbook Research, *Vocabulary Development
Identifiers—*ACTFL ILR Oral Proficiency Guidelines
An analysis of the lexical content of four recently published textbooks for college-level introductory German is presented. The study investigated the extent to which the materials prepare students for the intermediate level, as cited in the American Council on the Teaching of Foreign Languages' (ACTFL's) proficiency guidelines. The lexical items in the four books are compared with each other and to two independently developed vocabulary lists from European sources, with the analysis limited to lexical items relating to some of the topics mentioned in the ACTFL guidelines, broadly categorized as personal data (talking about daily routine, and about family residence), education (talking about school and university), and leisure time activities (talking about activities, hobbies, and sports). Results suggest that the vocabulary required to talk about the selected vocabulary areas is insufficiently represented in the four textbooks, and the textbooks' glossaries contain many vocabulary items not necessary for communication in everyday life. It is suggested that vocabulary is one of the criteria by which a language textbook should be evaluated for proficiency-oriented instruction. (MSE)

ED 292 343 FL 017 260
Garcia, Carmen And Others
Activities for Building Students' Proficiency in Spanish Classes.
Pub Date—88
Note—15p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, Classroom Techniques, Dialogs (Language), Higher Education, *Instructional Materials, *Language Proficiency, *Listening Comprehension, *Reading Comprehension, Secondary Education, Second Language Instruction, Skill Development, *Spanish, *Speech Skills, Writing Exercises
Class activities for developing Spanish proficiency in third- and fourth-year high school students and first- and second-year college students are presented. Activities include a discussion of teaching for proficiency, drawing on recent research, and notes on the design and intent of the activities. Sample exercises for listening comprehension (including prelistening), oral production, writing, and reading (including prereading) skill development are included. (MSE)

ED 292 344 FL 017 261
Tsujimura, Natsuko
Japanese Suffixal Accentuation and Lexical Phonology.
Pub Date—Dec 87
Note—8p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Chamorro, Contrastive Linguistics, English, *Japanese, Language Patterns, Language Research, *Morphology (Languages), *Stress (Phonology), *Suffixes, Uncommonly Taught Languages
A study examined the applicability of the Ordering Hypothesis to Japanese suffixes. The hypothesis, which claims that affixes that trigger phonological rules (cyclical affixes) do not appear external to affixes that do not, is found to be an inappropriate assumption in Japanese. Examples in English and Chamorro support this finding. It is suggested that since the Ordering Hypothesis is a major tenet of lexical phonology, some modification of the organization of morphology and phonology is necessary. (MSE)

ED 292 345 FL 017 262
Hook, Peter Edwin
The Disacquisition of Subjecthood in Shina (Skardu).
Pub Date—Dec 87
Note—10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case (Grammar), Foreign Countries, *Form Classes (Languages), *Language Patterns, Morphology (Languages), *Nouns, *Phrase Structure, Structural Analysis (Linguistics), Uncommonly Taught Languages, Verbs, Word Frequency
Identifiers—*Pakistan (Skardu), *Shina
An unusual construction in Shina grammar is examined, particularly as it has been observed in the language form spoken in the Skardu region of Pakistan. The construction occurs in the use of the dative case with certain verbs. The patterns of occurrence and the origins of this phenomenon are analyzed through examples from Shina. (MSE)

ED 292 346 FL 017 263
Guice, Stephen A.
A Chapter in the Early History of American Linguistics.
Pub Date—Dec 87
Note—28p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Information Analyses (070) — Historical Materials (060) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Languages, Authors, Grammar, *Intellectual History, *Language Classification, *Language Research, Language Typology, *Linguistics, Publications
Identifiers—*DuPonceau (Peter Stephen), *Pickering (John), United States
The contributions of Peter Stephen DuPonceau and John Pickering to American linguistics in the early nineteenth century are reviewed and discussed. Despite their probable status as amateurs in the study of American Indian languages and their very limited fieldwork, they made some significant contributions to the general field of language studies in their time and to the general intellectual climate of the era. Their most lasting impact on later generations of scholars appears to be through their analyses of American Indian languages, particularly in their efforts at language typology. Forty-eight references are listed. (MSE)

ED 292 347 FL 017 264
French: Communication and Culture. Culturally Oriented Thematic Units in the Secondary Schools.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—ISBN-88315-846-9
Pub Date—86
Note—106p.
Available from—New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, Classroom Techniques, *Communicative Competence (Languages), Course Content, *Cultural Education, Daily Living Skills, *French, Grammar, *Intercultural Communication, Secondary Education, Second Language Instruction, Student Evaluation, Teaching Guides, Thematic Approach, Units of Study, Vocabulary Development
A guide for curriculum development in New York City's French second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in French for levels 1-3. The cultural theme units are designed to be used as a core for the

acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (MSE)

ED 292 348 FL 017 265
Italian: Communication and Culture. Culturally Oriented Thematic Units in the Secondary Schools.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—ISBN-88315-847-7
Pub Date—86
Note—107p.
Available from—New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Techniques, Course Content, *Cultural Education, Curriculum Development, Daily Living Skills, Grammar, *Intercultural Communication, *Italian, Secondary Education, Second Language Instruction, Student Evaluation, Units of Study, Vocabulary
A guide for curriculum development in New York City's Italian second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in Italian for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (MSE)

ED 292 349 FL 017 266
Spanish: Communication and Culture. Culturally Oriented Thematic Units in the Secondary Schools.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—ISBN-88315-845-0
Pub Date—86
Note—110p.
Available from—New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, Classroom Techniques, *Communicative Competence (Languages), Course Content, *Cultural Education, Curriculum Development, Daily Living Skills, Grammar, *Intercultural Communication, Secondary Education, Second Language Instruction, *Spanish, Student Evaluation, Teaching Guides, Thematic Approach, Units of Study, Vocabulary Development
A guide for curriculum development in New York City's Spanish second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in Spanish for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (MSE)

ED 292 350 FL 017 267
Buckley, Eugene
Second-Position Clitics in Alsea.
Pub Date—Dec 87
Note—13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Languages, *Descriptive Linguistics, *Form Classes (Languages), *Grammar, Language Research, Morphemes, *Morphology (Languages), Structural Analysis (Linguistics), Uncommonly Taught Languages
Identifiers—*Alsea, *Clitics, Oregon
There is a set of morphemes in Alsea, an extinct Indian language of the Oregon coast, that are encliticized on the first word of the clause, similar to the second-position clitics in many languages. However, in some sentences these morphemes appear to be infixed rather than cliticized. True infixes are a rare phenomenon, and infixation of a morpheme that normally functions as a clitic is doubly suspect. There is significant evidence for an interpretation of apparent endoclitics (infixed clitics) in Alsea as sequences of clitics, if not synchronically, at least historically. The infixation appears to be a feature of the morpheme that is split and not of the infix. There is a limited set of single morphemes that due to the circumstances of their historical development, are sometimes split into two discontinuous parts. The second-position clitics are only incidentally involved in creating the discontinuity. (MSE)

ED 292 351 FL 017 268
Prescott, Barbara L.
Argument Structure, Speech Acts, and Roles in Child-Adult Dispute Episodes.
Pub Date—Dec 87
Note—35p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, Child Language, *Conflict Resolution, Discourse Analysis, Interaction, *Language Acquisition, Models, Parent Child Relationship, *Persuasive Discourse, Pragmatics, *Speech Acts, Young Children
A study identified discourse patterns in potential disputes, deflected disputes, incomplete, and completed disputes from a one-hour conversation involving two 3-year-old female children and one female adult. These varied dispute episodes were identified, coded, and analyzed using a pragmatic model of adult argumentation focusing on the structures, speech acts, and participant roles involved in argumentative discourse. Results indicate that (1) children learn the appropriate speech acts of argumentation at an early age; (2) children learn the underlying discourse rules and roles of argumentation early, and are able to apply them in defense of viewpoint; (3) children display only simple argument structure in their disputes but can appropriately participate in complex and compound arguments; and (4) the adult role as mediator or rational judge plays a major role in child-peer and child-adult disputes. An expansion of this pragmatic model of argumentation for application to child language must account for the pivotal adult mediator/-judge role in dispute episodes. The importance of incorporating analyses of the interaction of child and adult registers into a general theory of argumentation discourse is also considered. (MSE)

ED 292 352 FL 017 269
Jelinek, Eloise
On Resolving a Paradox in the Analysis of Navajo Syntax.
Pub Date—Dec 87
Note—8p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Form Classes (Languages), Language Research, *Linguistic Theory, *Morphemes, Morphology (Languages), *Navajo, *Phrase Structure, Structural Analysis (Linguistics), Uncommonly Taught Languages, Verbs
Identifiers—*Relative Clauses
An analysis of relative clauses in Navajo looks at a paradox that is rooted in the assumption that in Navajo, as in English, argument positions not occupied by some free lexical item must be occupied categorically by an EC. It examines patterns of and constraints on nominals with relation to the relative clause, theory concerning argumental pronouns, the syntactic status of nominals, and the internal syntax of relatives. It is concluded that Navajo relatives are neither "headless" nor "internally headed" but have overt pronominal heads, are adjuncts to main clause pronouns, and create no problems for Binding theory or the 0-criterion. (MSE)

ED 292 353 FL 017 270
Sotillo, Susana
The Impact of Job-Related Instruction on Language Use: The Case of a Long-Term Resident Second Language Learner.
Pub Date—Dec 87
Note—19p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Learning, Discourse Analysis, Education Work Relationship, *English (Second Language), *English for Special Purposes, *Interlanguage, North American English, *Nursing, Second Language Learning, *Standard Spoken Usage, Vocational Education
Identifiers—*Fossilized English
A study examined the effect of a job-related approach to language learning on a fossilized learner of English as a second language. The subject was a bilingual female nurse with 20 years' residence in the United States. Her oral and written output was thoroughly analyzed and her social and linguistic needs for interacting with patients and caretakers at the hospital were assessed. Based on this information, an instructional program in English focusing on specific job-related communication was developed. Results indicate that the job-related approach yielded greater interlanguage destabilization and growth toward a more American norm of English. Confounding factors found include existence of competing target languages in the work place and neighborhood, including Black English, Puerto Rican English, Philadelphia English, and standard English. (MSE)

ED 292 354 FL 017 271
Stitsworth, Michael H.
Addressing Third World Development through Youth Exchange.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Third World Conference (13th, Chicago, IL, April 9-11, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agricultural Education, Developing

Nations, Disadvantaged Youth, *Economic Development, *Extension Education, Federal Programs, *International Educational Exchange, Postsecondary Education, Program Descriptions, Program Effectiveness, *Student Exchange Programs
Identifiers—4 H Programs, Peace Corps, *Purdue University IN, *Togo, United States Information Agency
A 2-year exchange program between Purdue University's extension Department of 4-H and Youth and Togo's University du Benin, funded by the United States Information Agency, is described. In the program, eight Togolese fifth-year agricultural students spent 6 weeks in Indiana with farm families, and eight Indiana 4-H members-including three inner-city youth-spent 6 weeks in Togo studying the United States' role in international development. In each case, the youth studied the counterpart country's agricultural practices and projects. In Togo, the American participants were briefly paired with Peace Corps volunteers. The report describes the program for both groups of youth, including eligibility requirements, orientation, activities, and debriefing, and evaluates the program's success. Recommendations are made for similar youth exchange programs to be undertaken in the future. An application form is appended. (MSE)

ED 292 355 FL 017 272
Cook, Kenneth William
Patientive Absolutive Verbal Morphology and Passive in Samoan.
Pub Date—Dec 87
Note—13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Language Research, Linguistic Theory, *Morphemes, *Morphology (Languages), *Samoan, *Suffixes, *Tenses (Grammar), Uncommonly Taught Languages, *Verbs
Identifiers—Passives, *Transitivity
A study of the Samoan "-cia" suffix is presented. It argues that, contrary to prevailing theory, Samoan does have an active/passive contrast but that it is indicated by a difference in word order rather than by verbal morphology. It is shown, however, that "-cia" is similar to a passive suffix in that passive involves the choice of a patient as subject, while "-cia" indicates the choice of a patient as absolutive. It is also proposed that "-cia" can not always be analyzed as a transitive suffix since, besides deriving transitive verbs, it also derives intransitive verbs. A brief historical explanation of why "-cia" appears in active as well as passive clauses is offered, based on passive-ergative reanalysis. (MSE)

ED 292 356 FL 017 273
Rochemont, M. Culicover, P.
A Nonmovement Analysis of Extraposition from NP.
Pub Date—Dec 87
Note—26p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*English, Linguistic Theory, *Phrase Structure, Semantics, *Sentence Structure, Structural Analysis (Linguistics), Transformational Generative Grammar
An analysis of English sentences containing noun phrases (NPs) with extraposed complements argues that the extraposition (EX) is base-generated and not derived by any applications of the Move-alpha principle. A Move-alpha analysis is subject to substantial technical difficulties, and there exist cases of EX for which there is no plausible source in terms of Move-alpha. In particular, movement and ellipsis configurations show that phrases extraposed from both subject and object positions may be adjoined to the verb phrase at S-structure, a possibility that is inconsistent with the framework of assumptions and constraints needed for a movement analysis. Arguments that have appeared against base-generation are seen to support the proposal. Further implications of the nonmovement analysis are examined. Thirty-two references are listed, and further discussion is provided in six pages of footnotes. (MSE)

ED 292 357 FL 017 274
Sajavaara, Kari, Ed.
Applications of Cross-Language Analysis. Jyvaskyla Cross-Language Studies, No. 12
Jyvaskyla Univ. (Finland). Dept. of English.
Report No.—ISBN-951-679-718-0
Pub Date—87
Note—75p.
Pub Type— Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Contrastive Linguistics, *Dutch, *English (Second Language), Error Patterns, Finnish, Interdisciplinary Approach, *Interlanguage, Language Research, *Linguistic Theory, Reading Comprehension, Sociology, *Translation, Uncommonly Taught Languages, Written Language
Four papers on contrastive linguistics include: (1) "The Search for an Ideal Theoretical Model in Applied Contrastive Linguistics: A Wild Goose Chase" (Herman Wekker, Flor Aarts), which argues that contrastive linguists should feel free to adopt an eclectic approach to theory since no single linguistic model can be adopted in its entirety and applied consistently to all areas of language comparison; (2) "Similar Errors in the Written English of Finnish and Native Speakers" (J. J. Mary Hatakka), a comparison of slips, or accidental errors, in Finnish and British usage; (3) "Got It? Conceptions of Deviance by Finnish Students from Learning Material in English and Finnish" (Paula Kalaja), in which Finnish college students' conceptualizations of social deviance vary from the meanings intended in an English-language sociology textbook and also its Finnish translation; and (4) "Translation Science and Contrastive Linguistics: Boundary Clearing and a Neighbourly Handshake" (Inkeri Vehmas-Lehto), a discussion of the differences and mutual contributions of the fields of translation and contrastive linguistics. (MSE)

ED 292 358 FL 017 275
Birdsong, David
A Role for Negative Evidence in Second Language Acquisition?
Pub Date—Dec 87
Note—20p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Feedback, *Grammar, Language Processing, Language Research, *Learning Theories, *Linguistic Theory, Negative Practice, *Second Language Learning
Identifiers—Metalinguistics
The utility of negative evidence as input for grammar construction in second language learning is examined. Three issues are dealt with in this paper: (1) the arguments for and against negative evidence in first and second language acquisition are paralleled; (2) the question is situated within the larger issues of learner end-products and the logical problem of first and second language learning; and (3) the learner variable of metalinguistic sensitivity is considered. Because the problem of negative evidence hinges on individual differences in information-processing characteristics and is intimately linked to questions of variation in learner end-state competence, its role in second language acquisition is best considered an empirical rather than a theoretical issue. Sixty-one references are listed. (MSE)

ED 292 359 FL 017 276
Bolton, John K.
Larger Is Sometimes Better: Approaches to Larger Classes.
Pub Date—10 Mar 88
Note—19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Chicago, IL, March 10, 1988).
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Case Studies, *Classroom Techniques, *Class Size, Community Colleges, *English (Second Language), *Faculty Workload, *Grouping (Instructional Purposes), Lecture Method, Literature Reviews, Second Language Instruction, Teacher Effectiveness
Identifiers—*Montgomery College MD
A study of effective English-as-a-second-language (ESL) teaching in large classes is presented. The small body of literature on class size and student achievement is reviewed, the "large section" approach is described. The approach is evaluated with data on student performance in an ESL program offered at Montgomery College, (Maryland). Two conclusions are drawn from the existing literature: (1) teacher workload is a sum of total students and teacher duty hours per week; and (2) student achievement results from teacher practice, not class size alone. Based on these findings, the teacher redistributed his required workload by combining three sections of a lecture-oriented intermediate grammar and composition course into a class of 75 students. The faculty time now not spent in class was reallocated to office hours for tutorials and group conferences. Student achievement in this "megasection" was compared to achievement of a like number of students in conventional sections of the same course, and the two groups were tracked during the following year for measures of progress, retention, and success in the required ESL sequence. For the most part, no significant difference in performance was found beyond slight group variations, supporting the megasection approach. (MSE)

HE

ED 292 360 HE 020 284
Diamond, Robert M. Gray, Peter J.
A National Study of Teaching Assistants. ASHE 1987 Annual Meeting Paper.
Pub Date—Nov 87
Note—12p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987). For a related document, see ED 290 349.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College Instruction, Foreign Students, *Graduate Students, Higher Education, Research Universities, Skill Development, Student Needs, *Teacher Education, Teacher Responsibility, Teacher Supervision, Teaching (Occupation), *Teaching Assistants, Teaching Skills
Identifiers—*ASHE Annual Meeting
The background, responsibilities, supervision, preparation, and perceived needs of teaching assistants (TAs) from a representative group of research institutions across the country were studied. The National Graduate Teaching Assistant/Associate Survey was developed through voluntary cooperation of eight public and private research institutions located in diverse geographic areas. A total of 1,357 TAs at the eight institutions responded to the survey for a 32% return rate. The data were analyzed for the entire sample, by institution, gender, citizenship, ethnicity, major discipline, and major department. Needs of international TAs were also identified. Thirty-one percent of the sample were fully responsible, 35% worked with one faculty member, and 34% worked with a team. The major comments and suggestions of respondents indicated they needed more support (20%); they had inadequate time (16%); and the need for formal training programs (14%). Recommendations based on the responses include: institutions should survey TAs to identify needs and the success of existing training programs; formal required orientation and training programs should be established for graduate TAs. Six references are included. (SW)

ED 292 361 HE 020 490
Hollander, T. Edward
A Position Paper on Postsecondary Assessment.
New Jersey State Dept. of Higher Education, Trenton.
Pub Date—12 Jan 87
Note—17p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Role, *Educational Assessment, Government Role, *Government School Relationship, Mastery Tests, *Outcomes of Education, Position Papers, *Postsecondary Education, *Program Development, Public Policy, Student Evaluation, Teacher Role, Test Results
Identifiers—*AAHE Assessment Forum, *New Jersey
Principles of sound educational assessment are

discussed, along with current assessment issues and appropriate roles of colleges and the state in developing and implementing assessment systems. Assessment practice in New Jersey is considered. Principles of good assessment include: assessment should serve, not dictate, educational purposes; forms of assessment designed to serve one purpose will not necessarily be suitable to serve another; judgments regarding individuals, programs, and colleges should be based on multiple indicators of performance; and when improvement in educational practice is desired, faculty should help shape assessment purposes and procedures. Features of schools that influence the most appropriate forms of assessment include mission, curricula, and faculty roles. Efforts to develop more systematic assessment procedures at the state level in New Jersey include the Basic Skills Assessment Program and the College Outcomes Evaluation Program. One major issue concerning assessment is whether students should be required by the state to pass a particular test in order to be permitted to proceed to the next phase of their college education. A resolution concerning assessment principles in New Jersey is included. (SW)

ED 292 362 HE 021 209
Miller, Gary E.
The Meaning of General Education: The Emergence of a Curriculum Paradigm.
Report No.—ISBN-0-8077-2894-2
Pub Date—88
Note—212p.
Available from—Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($23.95).
Pub Type— Books (010) — Historical Materials (060) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—Academic Education, *College Curriculum, Curriculum Development, Educational History, *Educational Philosophy, *Educational Theories, *General Education, Higher Education, Humanistic Education, *Liberal Arts, Postsecondary Education, Progressive Education
Identifiers—Instrumentalism, Pragmatism

An historical and conceptual analysis of general education in the United States is presented, comprising the following chapters: (1) transformation and the search for meaning (including a discussion of the concept of general education); (2) the classical curriculum confronts democracy (democratic pressures on the classical curriculum; the Yale report; the utilitarian curriculum; research, culture, and the emerging curricular crisis; the culture movement; other early attempts at reform; the social context); (3) the humanist approach to general education (the philosophy of humanism; the contemporary civilization program at Columbia; Alexander Meiklejohn and the experimental college; "general" versus "liberal" education: Robert Maynard Hutchins; the parting of the ways); (4) pragmatism, instrumentalism, and progressive education (the philosophy of pragmatism; Charles Sanders Peirce and the pragmatic maxim; William James and instrumental truth; John Dewey and the transformation of experience; John Dewey and the instrumentalist philosophy of education; progressive education); (5) instrumentalist approaches to general education: three case histories (Bennington College; Sarah Lawrence College; the General College, University of Minnesota); (6) the general education paradigm on the eve of World War II; (7) general education for democracy (a mobilized society; impact on higher education; the general education movement in postwar society; the President's Commission on Higher Education; general education and the community college; general education at Harvard; summary and conclusions); (8) general education for diversity (postindustrial higher education; social factors; students and general education; a resurgence of pragmatism; new approaches at Columbia; other innovations; new instrumentalist experiments; thematic and interdisciplinary programs; current concerns; trends and opportunities in general education); and (9) conclusions: the meaning of general education. A biographical note about the author an index, and 136 references are provided. (KM)

ED 292 363 HE 021 210
Sallee, Alvin L. Marlow, Christine
A Permanency Planning Study: Implications for Child Welfare Curriculum.
Pub Date—11 Mar 87
Note—22p.; Paper presented at the Annual Meeting of the Council on Social Work Education (33rd, St. Louis, MO, March 8-11, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Welfare, College Curriculum, *Curriculum Development, *Foster Care, Higher Education, Professional Education, Research Skills, *Research Utilization, *Social Work, State Surveys, Undergraduate Study
Identifiers—New Mexico, *Permanency Planning (Foster Care)

The way in which findings from a statewide study on permanency planning were utilized and integrated within an accredited undergraduate social work curriculum is described. The concept of permanency planning (through the provision of in-home services to help the child remain in his/her biological home or the removal of the child and placement in an adoptive home) is discussed briefly, together with the background of the 1983 consent decree in New Mexico requiring the restructuring of the state's foster care and adoption system. In 1984 a study was conducted to describe the foster care system in New Mexico. Findings revealed problems in: recruitment and maintenance of foster families, emancipation training for older children, identification of incest and sexually abusive families, dealing with attorneys, special needs children, number of past workers for each child, and legal consultation. The study identified some areas that need more integration into the curriculum, such as the importance of legal consultation and the necessity of professional training for child welfare workers. The ways in which this has been done in the human behavior and social environment courses, the social work research course, policy courses, field internships, special topics courses, and the three practice courses in the Bachelor of Social Work curriculum at New Mexico State University are described. Through case examples, students learn critical aspects of permanency planning in the practice courses. In the research course, students manipulate and analyze the data and thus are able to see how research can directly impact policy change. Findings from the study also are used as illustrations in courses. (KM)

ED 292 364 HE 021 211
Marlow, Christine Sallee, Alvin L.
The Needs of the Nontraditional Bachelor of Social Work Student.
Pub Date—Oct 87
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, Bachelors Degrees, College Curriculum, College Students, Curriculum Development, Females, Flexible Scheduling, Higher Education, *Nontraditional Students, Prior Learning, Professional Education, *Social Work, *Student Needs, Teaching Methods, Undergraduate Students, Undergraduate Study

Findings are presented of a study of some of the characteristics of nontraditional students in an undergraduate social work program, as compared to the cl.aracteristics of traditional students. Curriculum and service changes that social work programs can implement to accommodate some of the special needs of nontraditional students are also discussed. All female junior and senior social work students (N=42) at a state university were administered a questionnaire that included questions relating to demographics, possible problem areas, and service changes. The sample included 17 nontraditional students and 25 traditional students. Results included the following: (1) ethnically the groups were comparable, but the nontraditional students were more likely to be divorced or married and have children; (2) the nontraditional students experienced more difficulties with child care and social isolation; and (3) the majority in both groups had problems with financial aid, scheduling, personal finances, and handling employee/student roles. Data are provided in three tables. These results are compared to those of other studies of nontraditional students and found to be similar. Recommendations that social work programs could implement in order to address the needs of returning students in the areas of curriculum and teaching, advisement, class scheduling, extracurricular activities, and credit for life and work experience are discussed. (KM)

ED 292 365 HE 021 212
Highsmith, Martha C.
Degrees Conferred by Connecticut Colleges and Universities.
Connecticut State Board of Higher Education, Hartford.
Report No.—BG-R-1-88
Pub Date—Feb 88
Note—20p.; Some of the tables may be marginally legible due to small print.
Available from—Connecticut State Dept. of Higher Education, Board of Governors for Higher Education, 61 Woodland St., Hartford, CN 06105.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agricultural Education, Allied Health Occupations Education, American Indians, Asian Americans, Associate Degrees, Bachelors Degrees, Black Students, Business Administration Education, *Degrees (Academic), Doctoral Degrees, Education Majors, Engineering Education, *Enrollment Trends, Females, Fine Arts, Foreign Students, Higher Education, Hispanic Americans, Intellectual Disciplines, Legal Education (Professions), Liberal Arts, *Majors (Students), Marketing, Masters Degrees, Psychology, Sciences, Social Sciences, Theater Arts, Theological Education
Identifiers—*Connecticut

The numbers of degrees conferred in Connecticut in 1986-87 are reported and discussed by level of degree and discipline. Data on trends and information for use in policymaking are also provided. Highlights include: (1) in 1986-87, 26,663 degrees were awarded by Connecticut's colleges and universities, a decline of 2.8% from the previous year at the undergraduate level; (2) the greatest concentration of degrees was in business-related fields; (3) education degrees maintained their overall rank, but decreased by 10.8% at the bachelor's level over 1985-86 and increased at the master's level; (4) degrees in the health sciences decreased by 11.9% at the bachelor's level and increased only slightly at the master's level; (5) completion rates at independent colleges were higher than at public colleges; (6) minority students earned 7.2% of the total number of degrees awarded at all levels; (7) non-resident aliens and Asians earned proportionately more degrees than other racial and ethnic groups; and (8) women continued to earn the majority of total awards but continued to be under-represented at the doctoral and first-professional levels. Eight tables and three figures illustrate the discussion of the results, grouped under the following headings: degrees conferred by institution, trends in the disciplines, degrees awarded to women, and degrees awarded to minorities. Policy implications are also discussed. Tabular data are appended for trends for selected disciplines and levels by institution (1982-83 to 1986-87), total degrees awarded by discipline (men and women, 1986-87), and by race and ethnicity. (KM)

ED 292 366 HE 021 213
Wangberg, Elaine G.
Encouraging Research and Scholarship in Masters Only Institutions.
Pub Date—4 Dec 87
Note—18p.; Paper presented at the Annual Meeting of the Council of Graduate Schools (Washington, DC, December 4, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Faculty Workload, *Graduate School Faculty, Graduate Study, Higher Education, Masters Degrees, *Masters Programs, *Professional Development, *Research Projects, *Research Proposals, Teacher Employment Benefits, Teacher Participation, Universities
Identifiers—*Masters Only Institutions, Sponsored Research

The need for encouraging research and scholarship in masters-only institutions (also called comprehensive universities) is discussed from the standpoint of gains to be made in the educational experiences of students at these institutions and the importance of these universities as employers of faculty with research training. A survey was sent to 99 members of the Council of Graduate Schools from masters-only institutions, of which 44 were completed and returned. Data are presented and discussed concerning teaching loads, types of support for research and scholarship, types of assistance from offices dealing with sponsored projects or research, and proposals generated and accepted. Faculty involvement was found to be fairly high and

acceptance rates good. A number of ways in which masters-only institutions can further encourage faculty research and scholarship are discussed, including: (1) institutional commitment, including consideration of such factors in retention, promotion and tenure decisions; (2) changes in teaching loads; (3) faculty release time; (4) administrative support; (5) use of assistance offered by the Office of Federal Projects of the American Association of State Colleges and Universities; (6) use of initiatives offered by the National Science Foundation and the National Institutes of Health; and (7) institutional incentive programs. Two figures describe the Office of Sponsored Projects and a university foundation incentive program. (KM)

ED 292 367 HE 021 214
Somers, Robert L.
Evaluation of Developmental Education Programs: Issues, Problems, and Techniques.
Appalachian State Univ., Boone, NC. National Center for Developmental Education.
Pub Date—87
Note—8p.
Available from—RIDE, National Center for Developmental Education, Appalachian State University, Boone, NC 28608 ($9.50 per year).
Journal Cit—Research in Developmental Education; v4 iss 2 1987
Pub Type— Journal Articles (080) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Evaluation Methods, *Formative Evaluation, Higher Education, *Models, Program Effectiveness, *Program Evaluation, *Summative Evaluation
Identifiers—*Learning Assistance
The basic issues, problems, techniques, and history of program evaluation are reviewed, with emphasis on the evaluation of learning assistance programs. The following topics are discussed: (1) historical perspectives (origins of the evaluation process, program evaluation in education); and (2) theoretical constructs (typologies of evaluation designs, Boylan's four-tiered program evaluation model, Clowes's stage model for program evaluation, and a comparative critique of Boyland and Clowes). A selected annotated bibliography for additional study of program evaluation is appended. (Seventeen references are included.) (KM)

ED 292 368 HE 021 215
McGill, Mollie A., Ed. Jonsen, Richard W., Ed.
State Higher Education Policies in the Information Age.
Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date—Sep 87
Note—109p.; Funding assistance provided by The Frost Foundation, Ltd., Pacific Telesis Foundation, and US West.
Available from—WICHE Publications, P.O. Drawer P, Boulder, CO 80301-9572 ($10.00).
Pub Type— Books (010) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Policy, Administrator Role, Agency Role, College Administration, *Computers, Computer Uses in Education, Educational Finance, *Educational Policy, *Educational Technology, Educational Television, *Higher Education, *Information Technology, Intellectual Property, Policy Formation, Position Papers, *State Action, Statewide Planning, Teacher Role, Telecommunications
Identifiers—Project ALLTEL, Texas
Policy issues relating to the integration of information and communications technology into higher education are addressed, primarily for those with policy development responsibility at the state level. The following chapters are included: (1) "State Higher Education Policies in the Information Age: An Introduction to the Issues" (Robert G. Gillespie, Richard W. Jonsen, and John P. Witherspoon); (2) "Implications of Introducing New Technologies into Higher Education" (Mara Mayor); (3) "The State Environment: A Context for Developing Telecommunications Policy" (James R. Mingle); (4) "Principles and Guidelines for a Coordinated Telecommunications Plan" (Dwight D. Dively); (5) "Finance Issues in the Telecommunications Age" (Michael B. Goldstein and Suzanne H. Woolsey); (6) "The Role of the Faculty in the Use of Learning Technologies" (Patricia J. Dewees and Lee C. Frischknecht); (7) "Ownership of Intellectual Property and Implications for State Policy" (Richard D. Marks); (8) Strategies for Familiarizing Policymakers and Educators with Information Technologies" (Ralph D. Mills); and (9) "State Leadership: The Key to Successful Integration of New Technologies into Higher Education" (Patrick M. Callan). Two appendices are provided: a policy on televised instruction adopted by the Coordinating Board of the Texas College and University System, and a description of Project ALLTEL (Assessing Long Distance Learning Via Telecommunications) and its recommendations. (KM)

ED 292 369 HE 021 216
Wilson, Brian G., Ed. Byrne, Eileen M., Ed.
Women in the University: A Policy Report. Report of the University of Queensland Senate Working Party on the Status of Women.
Pub Date—87
Note—227p.
Available from—University of Queensland Press, 250 Commercial St., Manchester, NH 03101 ($10.95).
Pub Type— Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*Administrative Change, Clerical Workers, College Faculty, *Employed Women, *Employee Attitudes, Faculty Promotion, Faculty Recruitment, Foreign Countries, Higher Education, Labor Turnover, Professional Personnel, Service Workers, Sex Bias, *Sex Discrimination, Sex Fairness, Sexual Harassment, Surveys, *Teacher Attitudes, Universities, *Women Faculty
Identifiers—*Australia (Queensland)
A survey of all staff of the University of Queensland was conducted to gather: information on the participation of women in the university, particularly with regard to structural barriers and direct or indirect discriminatory practices that disadvantage women more than men; and information on opinions regarding the standing of women in the university. Four varieties of a questionnaire were sent to four groupings of university employees: academic staff, other research staff, general staff, and maintenance and service staff. Of the sample of 3,633 persons, 2,744 questionnaires were returned, representing a 75% response rate. Survey results and recommendations to the university based on the findings are presented in the following sections: (1) "Scope, Methodology and Staff Survey"; (2) "Concepts and Definitions"; (3) "Attitudes–the Social Climate of the University"; (4) "Demography–Staff and Students in the University"; (5) "Women in Decision-Making Structures"; (6) "General Staff"; (7) "Academic and Research Staff"; (8) "Indirect Barriers–the Dual Role, Child Care Conditions of Service"; (9) "Women's Studies, Sexism in Teaching and Sexism in Language"; and (10) "Policies for Change." Three appendices are provided: a summary of the recommendations to the university and the current status of each, the policies for handling sexual harassment at the university, and tables of demographic data on the university. Ninety references are included. (KM)

ED 292 370 HE 021 218
Splete, Allen P. And Others
Community, Commitment and Congruence: A Different Kind of Excellence. A Preliminary Report on "The Future of the Academic Workplace in Liberal Arts Colleges."
Council of Independent Colleges, Washington, D.C.
Spons Agency—CBS, Inc., New York, NY.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Philip Morris Inc., New York, NY.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
Pub Date—Dec 87
Note—43p.; Funding also provided by the Charles E. Culpeper Foundation and Charles A. Dana Foundation.
Available from—Publications Department, Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, DC 20036 ($5.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Responsibility, Case Studies, Church Related Colleges, *College Environment, College Faculty, *Faculty College Relationship, Higher Education, *Job Satisfaction, Liberal Arts, National Surveys, *Organizational Climate, *Private Colleges, Small Colleges, Social Environment, *Teacher Attitudes, Teacher Morale, Teaching Conditions, Work Environment
Identifiers—Faculty Vitality
A survey of faculty and selected administrators of liberal arts colleges was conducted, with the goals of achieving a greater understanding of the academic workplace for faculty in liberal arts colleges and identifying ways in which the vitality, commitment, morale, and productivity of the faculty could be enhanced. A total of 9,204 faculty in 142 colleges received the survey, and 4,271 responded. In addition, case studies were prepared for 10 colleges (College of Notre Dame of Maryland, College of St. Scholastica, Eastern Mennonite College, Gordon College, Greenville College, Lenoir-Rhyne College, Nebraska Wesleyan College, Simpson College, Smith College, and William Jewell College) which placed in the top third of surveyed institutions in terms of both faculty morale and satisfaction. The following preliminary findings are discussed: (1) degree of faculty satisfaction and morale is higher than expected at many liberal arts colleges; (2) high-morale colleges have congruent cultures and a strong sense of community; (3) institutional leadership practices are critical ingredients in forging strong communities and enhancing faculty morale; (4) the importance of a different conception of faculty scholarship, which emphasizes quality teaching, is growing; and (5) faculty career expectations appear different at liberal arts colleges. Three analyses are presented: "Comparison of Faculty Perceptions of the Workplace at Low and High Morale Colleges," by Ann E. Austin; "High Morale and Satisfaction among Faculty: Ten Exemplary Colleges," by R. Eugene Rice; and a tabulation of faculty responses to the survey (summary data and selected highlights and interpretations). The members of the study's task force are listed, as are the colleges surveyed. (KM)

ED 292 371 HE 021 235
Craddick, Jan
Public Funding of Private Higher Education.
Pub Date—Feb 87
Note—78p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Constitutional Law, Court Litigation, Educational Finance, *Federal Aid, *Financial Support, Grants, Higher Education, Legal Responsibility, Merit Scholarships, Political Influences, *Private Colleges, Scholarships, School Support, *State Aid, State Federal Aid, *Student Financial Aid, Two Year Colleges
Identifiers—*Alaska, Sheldon Jackson College AK
The State of Alaska and many other states are concerned with the issue of public funding of private institutions. Alaska's State Tuition Equalization Program was ruled unconstitutional in 1976; currently there are no grants programs for students wanting to attend public and private institutions of higher education. The importance of federal and state programs affecting public and private institutions is discussed, with statistics from Sheldon Jackson College in Sitka, Alaska, used as examples. A study was undertaken to determine how other states handle aid to private higher education and to review other types of aid in relation to Alaska law. Related data from published literature is mentioned (political, legal, and economic issues). States were polled to identify other state funding programs that would be legal in Alaska; 41 states responded, with 5 states indicating no aid for students in private colleges. A summary of the funding programs was presented to the President of Sheldon Jackson College. The programs that seemed most relevant under Alaska's constitution were those made directly to students in public or private institutions, and fell into two categories: need-based and achievement-based. Rationale statements from various colleges are listed. Six state programs (those of Michigan, Minnesota, North Dakota, Pennsylvania, Oregon, and Wisconsin) and their constitutional provisions were reviewed. Recommendations include looking into New Jersey's Tuition Aid Grants Program, Oregon's Need Grant Program, Pennsylvania's Scholars in Education Program, New Jersey's Distinguished Scholars Program, and Oregon's Cash Award Program. Suggestions are made for ways to define terms and to draft and promote legislation. Appendices include a list of state programs of aid, a summary of constitutional provisions and legislative programs in key states, and reprints of the Oregon Need Grant and Cash Award Program. A table on state programs of aid to private education is included. (SM)

ED 292 372 HE 021 236
Poulin, Russell And Others
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1986-June 30, 1987.
North Dakota State Board of Higher Education, Bismarck.
Pub Date—Nov 87
Note—130p.; For earlier compilation, see ED 277 322.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Associate Degrees, Bachelors Degrees, Certification, College Graduates, *College Programs, Costs, *Degrees (Academic), Doctoral Degrees, Educational Assessment, Educational Attainment, *Educational Certificates, Graduation, Higher Education, Masters Degrees, State Schools, *State Surveys, Statistical Surveys, Surveys
Identifiers—*North Dakota
Information on North Dakota degree and certificate programs available and student program completions for fiscal year 1986-87 in postsecondary educational institutions is presented. A completed program is defined as one where the individual meets all necessary requirements to obtain a degree or certificate in that field of study. Education codes are explained. A list of abbreviations of colleges is offered along with names of the chief administrators at the two-year and four-year institutions. Institutional changes per academic year are noted in a table. One- and two-year program offerings by field in public and private institutions are listed. Additional sections list bachelor's program offerings by field in public and private institutions, master's and doctoral program offerings by field, and programs offered by Classification of Instructional Programs (CIP) code. Under the section on student completions by program, data are given on one- and two-year student completions, bachelor's degree program completions, master's and doctoral degree program completions, and program completers by field of study (with statistics from 1976-77, 1985-86, and 1986-87). (SM)

ED 292 373 HE 021 237
Proceedings of the University of Wyoming Trustees Symposium. (Jackson, Wyoming, August 2-5, 1987).
Wyoming Univ., Jackson.
Pub Date—Aug 87
Note—42p.; For related document, see HE 021 238.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, *College Faculty, Conferences, Faculty Development, Futures (of Society), Graduate Study, *Higher Education, Open Enrollment, *Selective Admission, *State Universities, Trustees, Undergraduate Study
Identifiers—*University of Wyoming, Wyoming
The 1987 University of Wyoming (UW) Trustees Symposium focused on five major topics. The topics and keynote speakers are as follows: "An Introduction to the University of Wyoming–The Perspective of a Newcomer," (Terry P. Roark); "College: Making the Connections" (Ernest L. Boyer); "A Quality Faculty for the Second Century" (Jack H. Schuster); "Higher Education in the 21st Century" (Edward H. Jennings); and "UW–Wobegon or Wyoming?" (Richard Moll). Abstracts of the introductory statements by each keynote speaker, as well as of the subsequent group discussions for each topic, are included. Brief biographies of all symposium participants are provided. (SM)

ED 292 374 HE 021 238
Proceedings of the University of Wyoming Trustee Symposium (Jackson, Wyoming, August 3-6, 1986).
Wyoming Univ., Jackson.
Pub Date—Aug 86
Note—23p.; For related document, see HE 021 237.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Conferences, Futures (of Society), Graduate Study, *Higher Education, *State Universities, Trustees, Undergraduate Study
Identifiers—*University of Wyoming, Wyoming
The 1986 University of Wyoming Trustees Symposium examined five broad topics. Keynote speakers and topics are as follows: "An Introduction to the University of Wyoming" (Donald L. Veal); "What Is a University and What Is Its Role in Society?" (Walter Eggers); "Challenges for Universities in the Decades Ahead" (Jack H. Schuster); "Alternatives for Dealing with the Challenges" (Janice H. Harris); and "Where Do We Go from Here?" (Walter Eggers). Recommendations include the need to: strengthen the curriculum in education, develop a statewide system of higher education, concentrate on faculty development via better working conditions and recognition; improve communications among students, faculty, administrators, and trustees within the university; and consolidate programs. Summaries of the group discussions and brief biographies of each participant, including the University of Wyoming Trustees, are included. (SM)

ED 292 375 HE 021 239
New Jersey College Basic Skills Placement Testing. Fall 1987. Entering Freshmen.
New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.
Pub Date—88
Note—92p.
Available from—Basic Skills Assessment Program, New Jersey Department of Higher Education, 225 West State Street, CN 542, Trenton, NJ 08625.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Academic Standards, *Basic Skills, *College Freshmen, Communication Skills, Competence, Competency Based Education, Data Collection, Educational Diagnosis, Higher Education, High School Graduates, Mathematics Skills, Minimum Competency Testing, Skill Analysis, State Surveys, *Student Evaluation, *Student Placement, Testing
Identifiers—*Basic Skills Assessment Tests, *New Jersey
The New Jersey Basic Skills Assessment Program was created to determine the status of basic skills preparedness of freshmen entering public colleges and universities and to offer data to help colleges place freshman students in appropriate courses. The New Jersey College Basic Skills Placement Test (NJCBSPT) is a 3-hour-and-20-minute examination with questions on Reading Comprehension, Sentence Sense, Computation, and Elementary Algebra. It is mandatory for all full- and part-time freshmen upon entering New Jersey public colleges and is voluntarily administered in 11 independent colleges. The 1987 report is based on the scores of 42,603 students tested between March and October of 1987. Results are reported for four sectors of public colleges (county, state, Rutgers University, and New Jersey Institute of Technology). Information on statewide findings, recent high school graduates, non-recent high school graduates, and demography is provided, and college basic skills remediation in other states is reported. The outcomes of skill deficient students in New Jersey's colleges are noted. Appendices include a description of the NJCBSPT; NJCBSPT mean scaled scores (1983-1987); a description of the proficiency levels established by the Basic Skills Council; items representative of those included on the NJCBSPT (mathematics); comparison of statewide self-reported student backgrounds (1983-1987); participating independent colleges/universities, and NJCBSPT year-to-year score equating. Numerous charts, graphs, and tables are included. (SM)

ED 292 376 HE 021 240
Dinham, Sarah M.
An Ongoing Qualitative Study of Architecture Studio Teaching: Analyzing Teacher-Student Exchanges. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Architectural Education, *Classroom Communication, Classroom Research, *College Instruction, Educational Research, Higher Education, *Teacher Behavior, *Teacher Student Relationship
Identifiers—*ASHE Annual Meeting
Teacher-student exchanges that occur in architecture studio teaching ('desk crits") were studied as part of a larger ongoing research program. In studio courses, groups of students are assigned to a studio teacher called a critic or crit who oversees the students' work both individually and in groups. From studio observations conducted in four varied U.S. architecture schools, data about desk crits were identified and the observer's notes condensed to yield eight discrete categories of teaching: philosophies/views manifest in teaching, ideas about teaching and learning, student preparation, time, teachers' responses to students, two-way communication, student talk, and teacher guidance based on student work. While all these categories describe important aspects of teacher-student exchanges, the last is the most complex, requiring further analysis and interpretation from such theoretical perspectives as cognitive psychology and adult cognitive development. Examples are provided for each of the eight categories. Included is a review of the contexts for the research such as education in architecture and architecture's critical traditions. Thirty references are cited. (Author/SW)

ED 292 377 HE 021 241
Zumeta, William
Increasing Higher Education's Contribution to Economic Development in Urban and Rural Communities: Lessons from Washington State. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—57p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Economic Development, *Higher Education, *Research and Development, Research Utilization, Rural Areas, School Business Relationship, *School Community Relationship, Technical Assistance, *Technology Transfer, Urban Areas
Identifiers—*ASHE Annual Meeting, *Washington
Reasons for increased interest in higher education-economic development relationships are reviewed and the nature of the guidance that policy analysts may be able to provide decisionmakers is outlined. Attention is directed to the merits and drawbacks of six possible approaches to increasing higher education's contributions to economic development without spending large additional sums of state tax dollars. Emphasis is given to two types of approaches used in Washington State: additional investments in technology transfer of university research and development and additional support for campus-based technical and management assistance to firms. Two types of technology transfer investment strategies were studied. The applicability of the approaches to colleges and universities seeking to enhance their contributions to rural economic development are assessed. It is concluded that programs with this objective need to have some special emphases designed for the contemporary rural context, and that expectations for their impact should be modest. It is recommended that attention be directed to objective data-gathering and independent assessment of the impacts of campus-based economic development efforts. (Author/SW)

ED 292 378 HE 021 242
Stanton, Charles M.
The Emergence of the Collegiate System in Classical Islam: 700-1200 A.D. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Historical Materials (060) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Christianity, Church Related Colleges, College Curriculum, *Comparative Education, *Educational History, Educational Philosophy, Educational Practices, Financial Support, Foreign Countries, *Higher Education, *Islamic Culture, School Organization
Identifiers—*ASHE Annual Meeting, Europe, *Islamic Countries
Formal structures of higher education that evolved in Islamic culture are discussed, along with parallels to the rise of universities in Medieval Eu-

rope. Both Islamic communities and Western Christianity founded colleges through endowments. The structural form of higher education in Islamic education in Islamic regions developed from the efforts of the schools to educate students in a particular world view. A dedication and loyalty of students to one professor and his approach to the subject matter distinguished the Islamic college from its Latin counterpart. In Medieval Europe, the college supported several professors and a number of students bound together largely by a mutually shared dedication to a religious rule. In the Latin West, colleges drew support not from a single patron, but from a great number of benefactors. Islam offered no means of incorporation that would allow a group to ban together as a legal identity so that it could replenish funds or add to the original endowment. Islamic higher learning institutions have continued to emphasize religious sciences, mainly jurisprudence, and exclude the advanced knowledge in the sciences and social sciences. Twenty references are cited. (SW)

ED 292 379 HE 021 243
Skaggs, W. Jack
Work Values of Faculty Members in Selected Small Liberal Arts Colleges: A Comparative Study. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Church Related Colleges, *College Faculty, Comparative Analysis, Higher Education, Job Satisfaction, National Surveys, *Private Colleges, *Small Colleges, *Teacher Attitudes, Values, *Work Attitudes
Identifiers—*ASHE Annual Meeting
Work values of faculty members in small liberal arts colleges that belonged to the Council of Independent Colleges were investigated. Questionnaires were sent to 719 faculty members and 353 usable responses were received: 215 from church-related colleges and 138 from independent colleges. Super's Work Values Inventory was used to measure 15 work values, including creativity, management, achievement, surroundings, supervisory relations, independence, and economic return. Data were also gathered on faculty demographic variables. Data were analyzed with the Statistical Analysis System. Teaching disciplines were grouped as hard-soft, life-nonlife, and pure-applied according to Biglan's Model. Mutually exclusive categories were also used to provide eight disciplinary categories. Significant differences were found between the work value mean scores of faculty when they were categorized according to type of institution, teaching discipline, age, years at the institution, and sex. Findings include: a work value that permits one to live the kind of life desired and to be the type of person desired received the highest mean score, followed by altruism and independence; and the work values of management and esthetics received the lowest mean scores. Thirty-four references are cited. (SW)

ED 292 380 HE 021 244
Anderson, Kristine L.
Persistence, Student Background, and Integration/Commitment: Variation by Definition of Persistence and Institutional Type. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, *College Students, Community Colleges, Dropout Research, Family Characteristics, Higher Education, *Institutional Characteristics, Liberal Arts, Models, Predictor Variables, Private Colleges, Public Colleges, Research Universities, Social Stratification, Stopouts, *Student Attrition, *Student Characteristics, Student College Relationship, Two Year Colleges
Identifiers—*ASHE Annual Meeting, *Tinto Theory
Reasons for the lack of agreement among studies of persistence are considered, using a simplified causal model. Two major theoretical perspectives used in studying the educational careers of college entrants are summarized: (1) the Tinto or institutional persistence theory, which draws mainly on the discipline of education and applied institutional research; and (2) the discipline of sociology and social stratification. Attention is directed to differing conclusions about the importance of demographic and family background variables in explaining college persistence. The influence of how persistence is defined and the nature of the institution where data is collected is emphasized. A simplified model of selected background and post-college entry influences is estimated within four types of institutions (private liberal arts colleges, research/doctoral universities, public comprehensive four-year colleges, and two-year community/junior colleges. Persistence in a single college as well as persistence in higher education at several points in time are examined. Differences in results found in the analyses are tied to theoretical and statistical issues. Thirty-two references are cited. (Author/SW)

ED 292 381 HE 021 245
Bensimon, Estela M.
The Discovery Stage of Presidential Succession. ASHE Annual Meeting Paper.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, *Administrator Responsibility, *College Administration, *College Presidents, Higher Education, *Leadership Responsibility, Organizational Climate
Identifiers—*ASHE Annual Meeting
The activities and behavioral patterns associated with the first stage of "taking charge" by a new college president are examined, based on a sample of 14 new presidents: four from major research universities, four from community colleges, three from public four-year colleges, and three from private colleges. The presidents had been in office for 3 years or less at the time they were interviewed. Of concern were the presidents' initial impressions of the institution, the actions they took when they first arrived, the most important problems they had to address immediately, and their recommendations for what new presidents should do during the first few months in office. Most presidents used both passive and active approaches as they employed four routes to discovery: presidents read to obtain information; they learned about the college from senior faculty and other staff; they talked to as many people on campus as possible; and they quickly became familiar with the budget. Circumstances that modified the workings of the discovery process included: institutions in crisis, presidents who had already been employed by the college before assuming this top post, and presidents who had previously served in this post elsewhere. (SW)

ED 292 382 HE 021 246
Terenzini, Patrick T.
A Review of Selected Theoretical Models of Student Development and Collegiate Impact. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Students, *Developmental Stages, *Educational Theories, Higher Education, *Models, *Student College Relationship, *Student Development
Identifiers—*ASHE Annual Meeting, Astin (Alexander), Chickering (Arthur W), Kohlberg (Lawrence), Loevinger (Jane), Pascarella (Ernest T), Perry Developmental Scheme, Tinto Theory
Theories concerning dimensions and dynamics of college student development and theories about how colleges exert influence on student change are reviewed. The models deal principally with growth among traditional undergraduate students. The theories of Chickering, Perry, Kohlberg, and Loevinger address the nature, structure, and processes the define individual human growth. The emphasis is on stages or levels of development. The theories of Astin, Tinto, and Pascarella focus on the environmental origins of student change or development. Specifically, consideration is given to: Chickering's seven vectors of student development, Perry's scheme of intellectual and ethical development, Kohlberg's theory of moral development, Loevinger's milestones of ego development, Astin's theory of involvement, Tinto's theory of student departure, and Pascarella's general model for assessing change. Substantive and process similarities are identified among the developmental theories, and critiques of the developmental approach are reviewed. Thirty-five references are cited. (SW)

ED 292 383 HE 021 247
Malaney, Gary D.
A Decade of Research on Graduate Students: A Review of the Literature in Academic Journals. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Academic Persistence, College Admission, College Choice, Doctoral Degrees, Educational Research, Education Work Relationship, Grade Prediction, *Graduate Students, Higher Education, *Institutional Research, Masters Degrees, Predictive Measurement, Research Projects, Sex Differences, Specialization, Student Attitudes, *Student Characteristics, Student Financial Aid, Student Recruitment
Identifiers—*ASHE Annual Meeting
The research on graduate students that has appeared in 20 academic journals since 1976 is reviewed. Ninety-four articles are classified into topic areas, and representative articles of each area are discussed. The research designs of the 94 research studies are considered with attention to: the level of students (master's or doctoral); whether single or multiple fields of study were examined; and whether single or multiple colleges were studied. Problems associated with research on graduate students are addressed, along with directions for future research. The most popular area of research has been the area of matriculation, which includes recruitment, admissions, decision to pursue advanced study and selection of college/field of study, financial aid, and student characteristics/expectations. Over a fourth of the articles fall into this category. The second most popular area has been the prediction of student performance. Other topics include: attrition and retention; gender differences in matriculation, sexual harassment, and employment; graduate assistants; standardized tests; careers and employment of graduates; minority graduate students; students' stress and anxiety; and the impact of marriage and family on graduate students. An 83-item reference list is included. (SW)

ED 292 384 HE 021 248
Birnbaum, Robert
Individual Preferences and Organizational Goals: Consistency and Diversity in the Futures Desired by Campus Leaders. ASHE Annual Meeting Paper.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, Administrators, *College Faculty, *College Presidents, *Goal Orientation, Higher Education, *Institutional Mission, Leadership, *Organizational Objectives, Trustees
Identifiers—*ASHE Annual Meeting
The extent to which formal campus leaders shared consistent goals was investigated during 1986-1987, along with the relationship between presidential communications and goal consistency. Four concerns were examined: the expressed goals of college presidents; the extent of agreement (goal consis-

tency) or disagreement (goal diversity) between presidents and other campus leaders; organizational characteristics that are related to goal consistency or diversity; and how campus constituents see and experience their presidents as creating and/or communicating goals and how this perception is related to goal consistency or diversity. For the sample of 32 colleges and universities, interviews were conducted with 119 formal campus leaders: 26 board chairpersons, 32 presidents, 29 academic vice presidents, and 32 faculty leaders (faculty senate presidents or faculty union presidents). Analysis of the content of the 119 responses led to the development of seven categories of goal: qualitative, quantitative, access/equity, educational program, special interest, institutional process, and external relations. Five data tables are included. (SW)

ED 292 385 HE 021 249
Grace, Judy Diane
Role Orientation Shifts for Higher Education Graduate Students: The Wisdom of Educational Leave for Community College Practitioners. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Community Colleges, *Faculty College Relationship, *Graduate Students, Higher Education, Postsecondary Education as a Field of Study, Professional Associations, *Role Perception, *Socialization, *Teacher Attitudes
Identifiers—*ASHE Annual Meeting
Role orientation of 14 community college practitioners who are also advanced graduate students in Higher Education Administration programs is considered. The orientations were placed along a continuum, one extreme describing a "local" orientation, identifying with the values and norms of the employing institution. The other extreme described a "cosmopolitan" orientation, identifying with groups outside the employing institution. Six of the graduate students came from several programs, while eight came from the same graduate program. Students in both groups tended to cluster toward the cosmopolitan end of the continuum of role identification. Fifty percent were placed toward cosmopolitan identity, 16.7% toward local identity, and 33.3% were of mixed orientation. The student-practitioners experienced a shift in role orientation from identifying with the employing institution to that of a group outside the institution, in this case, the role of expert developed through the graduate school experience and through exposure to an outside group of professionals. Twenty-six references are cited. (SW)

ED 292 386 HE 021 250
Lozier, G. Gregory Dooris, Michael J.
Is Higher Education Confronting Faculty Shortages? ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age, *College Faculty, *Employment Practices, Higher Education, Intellectual Disciplines, *Personnel Policy, *Teacher Retirement, *Teacher Shortage
Identifiers—*ASHE Annual Meeting
Retirement policies and possible effects on teacher shortages were examined. Information was obtained concerning: a 5-year summary of faculty retirements by age, the age distribution of each institution's full-time faculty by academic area, and changes over the past 5 years in personnel policies and procedures in response to anticipated faculty shortages or as part of an ongoing management system. A total of 12 to 20 institutions provided data on faculty retirement ages and age distributions and fields of full-time faculty. These data were used to make projections of faculty retirements for 1987 through 1994 and 1994 through the year 2000. Twenty-four institutions provided information on recently initiated changes in personnel policies. Three modal years of retirement were found: ages 65, 66, and 70. Across the 5-year period, about two-thirds of the faculty had retired by age 66. The data suggest that factors other than the age of mandatory retirement seem to be more instrumental in determining the average age of retirement. There were substantially younger faculty in several of the growth fields of the 1970s and 1980s, including business, computer science and information science, allied health and health sciences, law, and communications. Nineteen references are cited. (SW)

ED 292 387 HE 021 251
Glazer, Judith S.
The Master's Degree in Higher Education. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, Doctoral Degrees, *Education Work Relationship, Higher Education, *Masters Degrees, *Postsecondary Education as a Field of Study, Private Colleges, Public Colleges, School Surveys, Theory Practice Relationship
Identifiers—*ASHE Annual Meeting
A profile of master's programs and the relationship of the master's to the doctorate in affiliated programs were studied, based on survey responses from 52 programs, 43 of which were public and 12 private. It was found that the master's degree is a professional, practice-oriented degree for those interested in entry and midlevel positions in higher education institutions. Administration/management and student affairs specialties dominate this degree, providing a balance of theoretical knowledge and practical skills for both predoctoral and terminal degree candidates. Affiliated master's degrees place more emphasis on theory and research than master's only programs, which tend to emphasize methodology, practice, and job-related course content. While the master's degree is not a prerequisite for the doctorate in higher education, there is growing interest in its usefulness as a credential for nonacademic positions and in community colleges. Public universities are more likely to offer the master's degree in higher education and to provide more incentives to students through low tuition, assistantships, and campus employment (SW)

ED 292 388 HE 021 252
Peters, Dianne S. Peterson, Margaret
Rites of Passage for Doctoral Students in Higher Education. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Environment, *College Faculty, Doctoral Degrees, *Graduate Students, Higher Education, *Peer Relationship, *Postsecondary Education as a Field of Study, *Social Influences, Student Attitudes, Teacher Attitudes, *Teacher Student Relationship
Identifiers—*ASHE Annual Meeting
Over 150 doctoral students and faculty in U.S. programs for the study of higher education were interviewed to determine their views concerning the social context of these programs. Both faculty respondents (including program directors) and doctoral students perceived the social context of the programs to involve a plurality and diversity of students. Faculty did not agree about the mission of their program, and students perceived an ambiguity and conflict in purpose. Students were unsure of the criteria that faculty used to allocate their time among students for advisement and other purposes. They were also uncertain of criteria that faculty used to identify students who were seriously committed or involved in the study of higher education and to ascertain the degree of professionalism that students have already attained. Consideration was also given to: joining a group for academic purposes while in graduate school, the role of faculty in developing a program's social context, privileges and responsibilities of group membership, and actions and behaviors connected to leaving the social context. (SW)

ED 292 389 HE 021 253
Loessin, Bruce A. And Others
Fund Raising Effectiveness in Higher Education. ASHE Annual Meeting Paper.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—Nov 87
Note—34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alumni, Corporate Support, *Donors, *Fund Raising, *Higher Education, Philanthropic Foundations, Private Colleges, *Private Financial Support, Program Effectiveness, Public Colleges, Research Universities, Two Year Colleges
Identifiers—*ASHE Annual Meeting
Fund raising effectiveness in 10 types of higher education institutions and for four major donor groups was studied. Separate analyses were undertaken for public and private institutions of five types (research, doctoral, comprehensive, baccalaureate, and two-year). Donor types were alumni gifts, non-alumni gifts, corporate gifts, and foundation gifts. Data were collected on total voluntary support for each type of institution. Results indicate that relationships among outcomes, institutional characteristics, and fund raising expenditures vary by donor group and type of institution. Each type of private institution, overall, reached higher levels of total gifts than the corresponding public type. Private baccalaureate colleges reached higher levels for total gifts than public comprehensive colleges, while private two-year colleges reached higher levels for total gifts than public baccalaureate colleges. The findings suggest that fund raising effectiveness is not the same phenomenon for all types of institutions and that aggregation of all outcomes as total voluntary support masks important differences. (Author/SW)

ED 292 390 HE 021 254
Larson, Jon
Senior Administrator Attitudes about Planning. ASHE Annual Meeting Paper.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—86p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987). Best copy available.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrator Attitudes, *College Planning, Community Colleges, Decision Making, Higher Education, Institutional Mission, *Long Range Planning, Private Colleges, Questionnaires, Research Universities, School Surveys, State Colleges
Identifiers—*ASHE Annual Meeting
Initial results of the survey research phase of a 3-year study of institutional planning in higher education are presented. The Institutional Planning Project was undertaken by the National Center for Postsecondary Governance and Finance. The national survey examined administrators' attitudes on planning and their perceptions of the planning approaches employed at their campus. A total of 256 institutions were surveyed that represented research universities, private colleges, state colleges, and community colleges. Questionnaire responses were received from 1,528 administrators representing 20 administrative positions. The objective was to develop research-based guidelines and recommendations for the design, implementation, and assessment of planning approaches and processes at colleges and universities. Of concern has been self-studies and evaluations, policy plans developed by standing committees or issue-oriented task forces, and administrative decisions and actions, as well as formally designated planning processes. Appendices include the questionnaire and data file format. A total of 135 references are included. (SW)

ED 292 391 HE 021 255
Neururer, Julie
Taking a Stand: Confronting the Costs and Bene-

fits of Divestment. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Policy, Case Studies, College Administration, Financial Policy, Foreign Countries, Higher Education, *Political Influences, *School Business Relationship, *Social Responsibility, *Values
Identifiers—*ASHE Annual Meeting, *Divestment, South Africa
Nonmonetary costs of the divestiture from U.S. corporations that do business with South Africa are examined, based on four case studies of colleges. Hidden costs concern the realm of beliefs, values, and perceptions and include the costs to: community standards, public relations, corporate links, institutional identity, cohesion, social responsibility, and orthodoxy. In addition to document and record analysis, interviews were conducted with about 40 respondents, including college presidents, administrators, trustees, students, and faculty members at four colleges in the Northeast. Two of the colleges had implemented partial divestment policies, while the other two have adopted total divestiture. The results are considered from a cultural perspective that emphasizes the role of an institutional ethos in understanding the meaning of divestment. Strategies that focus on the centrality of process in confronting divestment pressures are recommended that encompass the areas of logistics, education, and culture. Thirty-four references are cited. (SW)

ED 292 392 HE 021 256
Weidman, John C.
Undergraduate Socialization. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—57p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Aspiration, Higher Education, Outcomes of Education, Parent Student Relationship, Peer Influence, *Socialization, *Student Attitudes, Student Characteristics, *Student College Relationship, *Student Development, Theories, *Undergraduate Students, *Values
Identifiers—*ASHE Annual Meeting
The applicability of socialization theory for understanding the processes of college impacts on students is discussed. The focus is affective dimensions of college impact, particularly influences of college on student's values, personal goals, and aspirations. Conceptual dimensions of the socialization process are considered, with attention to characteristics of individuals and institutions that are likely to enhance the influence of college on students. A conceptual framework for understanding the undergraduate socialization process is presented that incorporates socializing influences experienced by undergraduates from a variety of sources, both within and external to the postsecondary institution. Included in the framework are the socializing impacts of: student background, the normative influences exerted by the academic and social structure of the college through interpersonal and intrapersonal processes, and the mediating impacts of both parental socialization and noncollege reference groups during college. Special emphasis is placed on social structural aspects of socialization, rather than on individual processes dealing with socializing influences. A total of 155 references is included. (SW)

ED 292 393 HE 021 257
Neumann, Anna
Strategic Leadership: The Changing Orientations of College Presidents. ASHE Annual Meeting Paper.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *College Administration, *College Presidents, Community Colleges, *Decision Making, Higher Education, *Leadership Responsibility, Private Colleges, *Problem Solving, Research Universities, School Surveys, State Colleges
Identifiers—*ASHE Annual Meeting
Strategies employed by college presidents in a national sample of 32 institutions were investigated in 1986-1987. The schools included eight each of major research universities, state colleges and universities, private colleges, and community colleges. Sixteen new (in office 1-3 years) and 16 experienced presidents (in office for 5 or more years) were interviewed. The interview considered presidents' responses to several questions about their initial and current actions in office. Strategy models were classified as linear, adaptive, and/or interpretive. Analysis included: strategies by institutional type, form of control, and historical time of the president's entrance into office; the initial strategy versus current strategies of experienced presidents; and differences in the content of strategy (i.e., different models/types of strategy) and its complexity. The direction of presidential change was assessed in terms of the following patterns: simple retention, extinction, acquisition, diversification/elaboration, and naivete. It is concluded that in the mid- and late 1980s presidents seem to progress toward interpretive modes of thinking and acting. Thirty-five references are cited. (SW)

ED 292 394 HE 021 258
Neumann, Anna
Defining "Good Faculty Leadership;" Interpretations of Professors and Presidents. ASHE Annual Meeting Paper.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, *College Faculty, College Governing Councils, *College Presidents, Higher Education, *Leadership Responsibility, *Role Perception, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Responsibility
Identifiers—*ASHE Annual Meeting
The views of 31 college presidents and 29 faculty officers concerning good faculty leadership were studied with a national sample of respondents during 1986-1987. The analysis was part of interviews with persons holding formal leadership positions in a sample of 32 institutions, 8 each of major research/doctoral institutions, state colleges and universities, private colleges, and community colleges. The faculty officer was usually the head of the faculty senate or faculty union. Attention was directed to differences in responses by presidents and faculty leaders, as well as differences by type of institution. Presidents and faculty officers who focused on the campus as a whole seemed to agree with each other, but they differed dramatically when they considered the professional substance of faculty leadership. The research suggests that faculty leaders fill ill-defined roles. Since the views of faculty leaders about good faculty leadership may greatly differ from those of their presidents, administrators and faculty leaders will also differ in what they expect a faculty leader to do, and not to do. The possible outcomes of inconsistent expectations are addressed. (SW)

ED 292 395 HE 021 259
Nelson, Glenn M.
Administration as a Field of Study: Course Requirements in Selected Higher Education Area of Specialization. ASHE Annual Meeting Paper.
Spons Agency—Association for the Study of Higher Education.
Pub Date—Oct 87
Note—14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987). Project sponsored by the ASHE Committee on Curriculum, Instruction, and Learning.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Administration, Comparative Analysis, Core Curriculum, *Degree Requirements, Doctoral Degrees, *Doctoral Programs, Higher Education, *Postsecondary Education as a Field of Study, Questionnaires, *Required Courses, *Specialization
Identifiers—*ASHE Annual Meeting
Courses required in four doctoral-level administration specializations in higher education were identified. A questionnaire, which is appended, was mailed to each of the program directors listed in the 1984 Association for the Study of Higher Education Directory. Responses were received from 52 program directors. The four specializations were: academic, administration/management, community colleges, and student personnel. Core course requirements were determined. Each program director listed all courses offered that were required for all doctoral students regardless of type of degree and area of specialization. Program directors also indicated what courses were required for students majoring in each specialization. Also examined were differences in course requirements within an area of specialization according to type of degree offered. Programs that offered a Ph.D. degree only were compared with programs that offered an Ed.D. degree only. It was found that almost all higher education programs required a set (3-4) of core courses for all doctoral students. Within each specialization, except administration/management, more than half of the programs required three to four courses within the area of specialization. Participating institutions are identified. (SW)

ED 292 396 HE 021 260
Barretta, Mary Jane Trout
A Case Study of Governance at Rikkyo University in Tokyo, Japan: Implications for the Reform of Japanese Higher Education. ASHE Annual Meeting Paper.
Pub Date—23 Nov 87
Note—9p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Case Studies, *College Governing Councils, Deans, Decision Making, Educational Change, Faculty College Relationship, Foreign Countries, *Governance, Higher Education, *Organizational Effectiveness, Policy Formation, *Power Structure, Private Colleges, *School Organization, Teacher Administrator Relationship
Identifiers—*ASHE Annual Meeting, *Rikkyo University (Japan)
A 1985-1986 case study of governance conducted at Rikkyo University, a private university in Tokyo, is considered, along with weaknesses in the organizational framework of governance and how these organizational weaknesses are linked to problems in reforming Japanese higher education. The governance structure provides that each college of a private university have an academic senate composed of faculty to decide academic matters. Since Rikkyo University has six colleges, it also has six separate senates, and with each college acting independently of the other colleges within the university, there is little university-wide policy or ways to achieve it. A Dean's Council was formed to coordinate university-wide decision-making; however, the Council does not operate from formal authority. The case study at Rikkyo University considered the views of full-time faculty. Findings include: the six senates individually and the Deans' Council have more power than the Board of Trustees; the Deans Council is the locus of university-wide decision-making; in the Deans' Council, consensus must be reached before decisions are made; and it is difficult to achieve consensus within the Deans' Council because faculty members' first loyalty is to their college and only secondarily to the university. Views about the Ministry of Education were also elicited, revealing that a reform movement headed by it would probably be resisted by many. (SW)

ED 292 397 HE 021 261
Eveslage, Sonja A. And Others
Faculty Perceptions of Their Career-Helping Relationships. ASHE Annual Meeting Paper.
Spons Agency—American Association of Univ. Professors, Washington, D.C.

Pub Date—22 Nov 87
Note—22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Helping Relationship, Higher Education, *Interprofessional Relationship, Males, *Mentors, *Professional Development, Public Colleges, Sex Differences, *Teacher Attitudes, Women Faculty
Identifiers—*ASHE Annual Meeting

People and relationships that have helped faculty to develop their careers were studied, along with the impact of these relationships on faculty careers. Successful faculty were asked to: identify their career helpers, assess the relative impact of various career helping relationships on their professional identities, and describe the contributions of the identified career helpers to the individual. The effects of gender, rank, discipline, and type of employing institution on career-helping relationships were also explored. The sample consisted of 54 tenured or tenure-accruing faculty members at three types of state-supported institutions: undergraduate institution of about 15,000 students; doctoral-granting institution enrolling about 24,000 students; and a top-ranked research university with more than 36,000 students. A woman from each of three professional ranks and broad disciplinary categories (natural sciences, social sciences, and humanities) was matched with a man of similar rank, discipline, and source of terminal degree. Gender differences in career helpers are identified, along with contributions of career helpers, including intellectual stimulation, professional values, aid in career building, and affective support. There are 9 references. (SW)

ED 292 398 HE 021 262
Hearn, James C.
An Exploration of Nontraditional Postsecondary Enrollment Patterns. ASHE Annual Meeting Paper.
Spons Agency—Minnesota Univ., Minneapolis.; Spencer Foundation, Chicago, Ill.
Pub Date—Nov 87
Note—30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Ability, College Preparation, *College Students, *Enrollment Trends, Females, Males, Minority Groups, Noncredit Courses, *Nontraditional Students, *Part Time Students, Postsecondary Education, Socioeconomic Status, *Stopouts, Student Characteristics
Identifiers—*ASHE Annual Meeting, High School and Beyond (NCES)

Nontraditional styles of postsecondary enrollment were assessed: delaying postsecondary enrollment for a year or more beyond high school graduation, enrolling part-time, or entering non-degree-granting programs. Part-time attendance was defined as pursuing a courseload below half-time. The sample consisted of 8,464 recent U.S. high school graduates and was drawn from the 1980 and 1982 waves of the High School and Beyond survey of 1980. Based on discriminant analysis, support was found for the hypothesis that students choosing nontraditional enrollment options were those of modest academic preparation, ability, and achievements. Students pursuing nontraditional timing, load, and institutional options also tended to be lower in socioeconomic status. The effects of student race and gender on choice of enrollment option were mixed. Blacks were likely to enroll late, but unlikely to enroll part-time. Women were unlikely to enroll late. Men more frequently pursued the nontraditional timing option. Included are 45 references. (SW)

ED 292 399 HE 021 263
Buffington, Susan P. And Others
Successful Strategies in Small College Enrollment. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, College Admission, *Enrollment Trends, Higher Education, Institutional Mission, Liberal Arts, Marketing, *Private Colleges, *Small Colleges, *Student Recruitment, *Undergraduate Students
Identifiers—*ASHE Annual Meeting, *Enrollment Management

Strategies used by small liberal arts colleges to maintain adequate enrollment levels were assessed, with attention to colleges that were classified as private liberal arts II colleges by the Carnegie Commission. The baccalaureate degree was the highest degree offered by the colleges in programs in the arts and sciences and in teacher preparation. Only those colleges with 1985 enrollment of between 650 and 1,500 students were considered. The survey developed for this study was sent to each institution in an intentional sample of 79 colleges; a total of 55 completed instruments was returned for a response rate of 70 percent. Those institutions consisted of 20 colleges with declining enrollment, 14 with stable enrollment, and 21 whose enrollment was increasing. The findings indicate that these traditional liberal arts colleges as a whole have not greatly deviated from their liberal arts focus, at least philosophically. Use of the following adaptive strategies was assessed: changes to attract and retain students, receptiveness to change, and types of decision-making information in use. Use of interpretive strategy approaches were also considered: focus for the academic program, initiative with external groups, communication and cooperation within the institution, presidential impact, and strength of institutional mission. Included are 19 references. (SW)

ED 292 400 HE 021 264
Lee, Barbara A.
Qualifications for Tenure: The Legal Definitions. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Faculty, *Court Litigation, Decision Making, Definitions, *Employment Practices, *Equal Opportunities (Jobs), *Evaluation Criteria, Faculty Evaluation, Higher Education, Legal Responsibility, Personnel Policy, *Tenure
Identifiers—*ASHE Annual Meeting

The issue of qualifications for tenure is examined with attention to judicial tests for qualification in lawsuits in which faculty alleged that negative tenure decisions were infected with illegal discrimination. The focus is the degree to which a faculty plaintiff must demonstrate at the first stage of the lawsuit that he or she was qualified for tenure using subjective determinations of relevant factors in the decision-making process, or whether the plaintiff need only show that he or she met the minimum qualifications for a tenured faculty member. It is noted that the approach chosen by a particular court may determine whether or not a plaintiff can make out a successful prima facie case of employment discrimination. A database search was conducted of all federal court decisions published between 1972 and June 1987. Over 300 cases involving faculty challenges to tenure or promotion under federal antidiscrimination laws were analyzed. Of these cases, about 5% addressed explicitly the issue of how the plaintiff was to persuade the trial judge that he or she was "qualified" for tenure. The remaining court opinions did not address the issue of whether the subjective or the objective test for qualification should be used. Thirty references are included. (SW)

ED 292 401 HE 021 265
Krotseng, Marsha V.
The "Education Governor": Political Packaging or Public Policy? ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Change Strategies, *Educational Change, *Governance, Government Role, *Government School Relationship, *Higher Education, Politics, *Public Policy, State Government
Identifiers—*ASHE Annual Meeting, *State Governors

The popular image of the "Education Governor" was investigated, with attention to: (1) the extent to which the specific education measures proposed in inaugural and state of the state addresses of 20 "Education Governors" of the 1960s through 1980s corresponded with the subsequent actions of these officials; and (2) the specific personal attributes, professional goals and activities, and actual involvement in education that characterize these "Education Governors" of the 1960s through the 1980s. The roots of the "Education Governor" idea are traced to four turn of the century governors, one from North Carolina, two from Virginia, and one from Alabama, all of whom held office between 1901 and 1911. The 20 recent governors and their states are as follows:. Jerry Apodaca (New Mexico); Reubin Askew (Florida); Edmund G. Brown, Sr. (California); John Chafee (Rhode Island); Bill Clinton (Arkansas); Winfield Dunn (Tennessee); Pierre S. duPont, IV (Delaware); Robert D. Graham (Florida); Clifford T. Hansen (Wyoming); Mark O. Hatfield (Oregon); Richard J. Hughes (New Jersey); James B. Hunt (North Carolina); Thomas Kean (New Jersey); Tom McCall (Oregon); Robert E. McNair (South Carolina); William G. Milliken (Michigan); Russell W. Peterson (Delaware); Calvin L. Rampton (Utah); Robert D. Ray (Iowa); and TerrySanford (North Carolina). Included are 30 references. (SW)

ED 292 402 HE 021 266
Stage, Frances K.
Outcomes and Development: Separate Notions or Parts of One Whole. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, *College Students, Curriculum Development, Developmental Stages, Educational Research, Higher Education, *Outcomes of Education, Postsecondary Education as a Field of Study, Student Characteristics, *Student Development, Theories, *Theory Practice Relationship
Identifiers—*ASHE Annual Meeting

The literature on the development of college students is discussed, and recommendations are offered for developing a course on student development theory and research. The following observations about the literature are considered: (1) the literature on the college student is actually two separate literatures, one focused on outcomes and the other on development, and there are few links to guide meaningful synthesis; (2) the literature is largely monocultural, focusing on white upper and middle class students at large residential research universities; and (3) there is a lack of process models that tie directly to specific theory and that can be used to guide practice on college campuses. The outcomes approach is more sociological and uses demographic data to assess broadly defined groups of students. The student development approach takes a more psychological approach and uses theories to identify developmental levels or tasks of students. It is suggested that in courses on college student development both bodies of literature be used. To locate readings on students who are not part of the dominant culture, readings from other disciplines such as counseling may need to be tapped. Included are 28 references. (SW)

ED 292 403 HE 021 267
Stage, Frances K.
Reciprocal Causation and Mixed Effects within the Tinto Model of College Student Withdrawal. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Persistence, *College Students, *Dropout Research, Ethnic Groups, Females, Higher Education, Males, Minority Groups, Models, Student Adjustment, Student Attitudes, *Student Attrition, *Student College Relationship
Identifiers—*ASHE Annual Meeting, *Tinto Model
Relationships between constructs in the Tinto model of college student withdrawal were explored. Within the Tinto model, LISREL was used to examine: (1) the influence of academic integration on social integration and vice versa; and (2) the effect of goal commitment on institutional commitment and vice versa. Survey data were collected at a major public university at the beginning of and 10 weeks into the fall 1984 semester and at the beginning of the 1985 spring semester. A total of 323 students were administered the Motivational Orientation Scale and the Institutional Integration Scales and data were collected on student grade point average, hours earned, and registration status the following semester. Consideration was given to five key constructs of Tinto's model that are linked causally to persistence: background characteristics, initial commitments, academic integration, social integration, and later commitments. It was found that the more academically integrated a student, the more likely he/she was to be socially well integrated. Majority students were more likely to have higher academic integration scores. Patterns for males and females were also assessed. Eighteen references are included. (SW)

ED 292 404 HE 021 268
Whitaker, David G.
Persistence and the Two-Year College Student. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Academic Persistence, *Community Colleges, Higher Education, Minority Groups, *Models, Predictor Variables, Student Adjustment, Student College Relationship, Two Year Colleges, *Two Year College Students, White Students
Identifiers—*ASHE Annual Meeting, *Bean Metzner Model
Variables that affect persistence were investigated with a sample of community college students. A causal model was used that incorporates variables from the Bean-Metzner model. Persistence was defined as attainment of a vocational certificate, degree, or continued enrollment in 1980 in pursuit of such an outcome. Data on 1,210 students were obtained from the Cooperative Institutional Research Program surveys completed by students who entered as freshmen at a two-year institution in 1971. Analysis was conducted separately for both the 910 white students and the 300 nonwhite students. For the white students, variables that had significant effects on persistence include: academic integration, utility, satisfaction, and social integration. For the nonwhite students, variables that had significant effects include: academic integration, utility, and marital status. Academic integration was the most influential variable in both groups, followed by utility. Academic integration was measured by college grade point average and participation in an honor society, while utility measured how well college prepared respondents for work. Twelve references are included. (SW)

ED 292 405 HE 021 269
Tierney, William G.
Symbolism and Presidential Perceptions of Leadership. ASHE Annual Meeting Paper.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, *College Presidents, Higher Education, *Leadership Styles, Organizational Climate, *Role Perception, *Symbolism
Identifiers—*ASHE Annual Meeting
Leadership in higher education is considered from the perspective of its symbolic dimensions. Results of a study of presidential perceptions of leadership are also examined in order to uncover the symbolic forms that leaders use to accomplish their goals. Organizational symbolism and interpretations of leadership are considered. Topics include: how organizational participants create meaning within a dynamic system; the way that symbolism enhances and helps define leadership; and constraints that the organization imposes on a leader's use of symbols. Data from a national sample of 32 presidents were obtained from the Institutional Leadership Project of the National Center for Postsecondary Governance and Finance. The sample included 16 presidents who had served 3 years or less and 16 presidents who had served 5 years or more. Interviews with the college presidents resulted in six categories that symbols may take: metaphorical, physical, communicative, structural, personification, and ideational. Three ideas concerning the symbolic aspects of leadership are addressed: symbols demand corroboration; symbols should be used consistently with the organization's culture; and presidents should use all symbolic forms. Included are 19 references. (SW)

ED 292 406 HE 021 271
Jones, Philip
Organizational Ineffectiveness and Effectiveness in Colleges and Universities. ASHE Annual Meeting Paper.
Pub Date—Oct 87
Note—16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Quality, Evaluation Criteria, Higher Education, *Institutional Evaluation, *Job Satisfaction, *Organizational Theories, Problems, *School Effectiveness, Student Development
Identifiers—*ASHE Annual Meeting
Potential indicators of organizational effectiveness and ineffectiveness in postsecondary institutions were investigated. Institutional effectiveness was defined as the possession of characteristics of excellence, including: student educational satisfaction, student academic development, student career development, student personal development, faculty and administrator employment satisfaction, professional development and quality of the faculty, systems openness and community interaction, ability to acquire resources, and organizational health. Institutional ineffectiveness was defined as the creation of harm or the possession of weakness or faults. The study sample consisted of 23 four-year institutions which had previously been studied and assigned effectiveness scores. Indicators of ineffectiveness were derived from interview with 32 administrators and faculty. Findings suggested the independence of the construct of organizational ineffectiveness from that of organizational effectiveness. An inter- and intra-institutional comparative framework was developed that highlighted the independence of the two constructs. The framework also challenged the normal assumptions by indicating the presence in some institutions of both high effectiveness and high ineffectiveness. Five references are included. (SW)

ED 292 407 HE 021 273
Kerr, Stephen T.
National Science Policy and Universities in the Soviet Union. ASHE Annual Meeting Paper.
Pub Date—24 Nov 87
Note—28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperative Programs, Economic Climate, *Economic Development, Educational Change, Foreign Countries, *Government School Relationship, *Higher Education, *Public Policy, School Attitudes, School Organization, *Scientific Research
Identifiers—*ASHE Annual Meeting, *USSR
A major effort to restructure the higher education system in the USSR is discussed. The reform is intended to link higher education more directly to the economy through joint research projects, work experiences for students and faculty, and industrial participation in refitting universities with technologically advanced equipment. It is also designed to improve the quality and quantity of scientific research that universities do, to tighten admissions requirements and to improve the ways students are introduced to research, and to centralize the administrative structure of the postsecondary education system. Some of the foundations of the reform are considered, including demographic changes, shifts in technology and in popular attitudes about education, and the need to enhance economic output. Attention is also directed to public discussion of the reform proposal. While newspapers and journals articles during the period between the draft and final decree generally supported the planned changes, difficulties in bringing the reform into action were noted. The long-term fate of the reform is linked to other changes now underway in Soviet society. Efforts to rethink the relationship between higher education and scientific research in the USSR and the United States are compared. Thirty-nine references are provided. (Author/SW)

ED 292 408 HE 021 274
Birnbaum, Robert
The Implicit Leadership Theories of College and University Presidents. ASHE Annual Meeting Paper.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Administrator Responsibility, *College Presidents, Higher Education, *Leadership Responsibility, *Organizational Theories, *Role Perception
Identifiers—*ASHE Annual Meeting
Theories implicit in college presidents' definitions of leadership are examined, since understanding presidents' leadership models may affect how they interpret their roles and the events they encounter. The source of the theory that is analyzed is the organizational leadership literature. Research traditions in organizational leadership are grouped into five major categories: trait theories, power and influence theories, behavioral theories, contingency theories, and symbolic theories. To identify presidential definitions of leadership, interview data were obtained from 32 college and university presidents as part of the Institutional Leadership Project sponsored by the National Center for Postsecondary Governance and Finance. Two of five implied theoretical orientations of the presidents appeared to predominate. The first orientation is the presidential perception that leadership is a process of influence; the second is that leadership behavior is seen as emphasizing goals. The sample of presidents identified leadership, at least in part, in terms of roles and behaviors. Presidential definitions did not appear to be systematically related to factors such as institutional type, control, or presidential tenure. Sixteen references are included. (SW)

ED 292 409 HE 021 275
Kuh, George D.
A Brief for Incorporating Organizational Theory in Student Affairs Preparation and Research. ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Research, Education Majors, Graduate Study, Higher Education, Institutional Research, *Leadership Responsibility, *Organizational Theories, Postsecondary Education as a Field of Study, *Professional Education, *Student Personnel Workers
Identifiers—*ASHE Annual Meeting
The view that organizational theory should be a required component of graduate preparation in student affairs is addressed. After defining organiza-

tional behavior, conventional models and nonorthodox perspectives on organizing are contrasted. Implications of nonorthodox perspectives for leadership are also considered. Suggestions are offered of how organizational theory can be incorporated into student affairs preparation and research. Organizational theory is an eclectic discipline and incorporates concepts from sociology, social psychology, anthropology, and philosophy. Organizational behavior is used to refer to relationships among actors, actors' attitudes and behaviors, and events in the college. Identifying the actors and their roles is difficult since colleges are increasingly influenced by external agencies and constituent groups. Conventional models consider organizational behavior to be goal-directed and generally portray the institution of a "closed" system. Emergent organizational perspectives, on the other hand, share the following qualities: (1) each institutional context is believed to be unique; (2) there is a recognition that people construct reality for themselves; and it is assumed that all members of an organization have expertise, power, and responsibility. Included are 58 references. (SW)

ED 292 410 HE 021 276

Strange, Carney

Bridging the Gap between Theory and Practice in Student Affairs. ASHE Annual Meeting Paper.

Pub Date—23 Nov 87

Note—18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Education Majors, *Graduate Study, Higher Education, Institutional Research, Postsecondary Education as a Field of Study, *Professional Education, Research Utilization, *Student Personnel Workers, *Theory Practice Relationship

Identifiers—*ASHE Annual Meeting

Problems of bridging the gap between theory and practice in the professional preparation of student affairs practitioners are considered. After briefly discussing the character of professional work and the role of theory and research, attention is directed to problems inherent to the nature of applied educational fields and issues related to the imperfect correspondence between theory and practice. Strategies are recommended concerning professional preparation and successfully connecting theory and practice in the course of graduate education. While many of the examples are specific to student affairs, the assumptions and general processes outlined are presumed to be applicable to the task of applied professional preparation in general. The suggestions for professional preparation include: encourage the role of "personal theorist;" move from the concrete to the abstract, from practice to theory; and move from the abstract to the concrete, from theory to practice. It is suggested that the best place to present theory is with the concrete experience of students, and that inductive methods that move from particulars to general principles are more effective. Strategies to move from the abstract to the concrete might include using a particular theoretical model to critique current campus policies or practices. Included are 15 references. (SW)

ED 292 411 HE 021 277

Chait, Richard Taylor, Barbara

Evaluating Boards of Trustees: In Theory and in Practice. ASHE Annual Meeting Paper.

Pub Date—24 Nov 87

Note—27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Responsibility, *College Administration, College Buildings, College Planning, Evaluation Criteria, Financial Policy, Governance, *Governing Boards, Higher Education, Institutional Mission, Money Management, *Self Evaluation (Groups), Teacher Administrator Relationship, *Trustees

Identifiers—*ASHE Annual Meeting

The efficacy of self-study by governing boards in higher education was examined, along with other approaches to board evaluation. Data were obtained from self-study efforts of the Association of Governing Boards of Universities and Colleges' (AGB). The following criteria were used: institutional mission and policy, institutional planning, physical plant, financial support and management, board membership, board organization, board/chief executive relations, and board/faculty relations. The efficacy of self-evaluation was evaluated by studying trustee responses to an AGB evaluation instrument. Of concern was whether trustees tended to rate their board's performance differently or similarly on the eight criteria. For each criterion, the extent to which trustee assessments varied across 61 institutions was also examined. It is concluded that too often trustees bypass the stages of organizational conceptualization and definitions of performance and move directly to evaluation. There is little effort to articulate a common or dominant view of the college as an organization. Included are 15 references. (SW)

ED 292 412 HE 021 278

Baldwin, Roger G.

Faculty Vitality: Extending the Concept Beyond the Research University. ASHE Annual Meeting Paper.

Pub Date—Nov 87

Note—29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *Evaluation Criteria, Faculty Evaluation, Higher Education, Leadership, *Professional Recognition, *Small Colleges, *Teacher Attitudes, *Teacher Effectiveness

Identifiers—*ASHE Annual Meeting

Individual and institutional/environmental factors that distinguish "vital" professors from a "representative" group of their colleagues were investigated. Of concern was whether the faculty vitality concept discriminates among professors in meaningful ways (i.e., regarding their professional attitudes, practices, achievements). The focus was professors in small liberal arts colleges. The study is based on research conducted at the University of Minnesota by Clark and Corcoran. The faculty vitality concept is applied in a distinctive type of institution where the vital professor may be a stimulating teacher or a faculty leader but not necessarily a prolific scholar. Campus administrators and faculty offered names of full professors they regarded as vital, based on a broad definition. A comparison group of "representative" full professors was also identified. Participants were 50 "vital" and 40 "representative" professors from four respected private institutions in the Southeast. A structured personal interview employing mostly open-ended questions was used to gather data. A coding scheme was developed from the interview responses to help identify patterns, themes, attributes, and experiences that distinguish vital and representative faculty. The findings and implications for research and practice are considered. Included are 14 references. (SW)

ED 292 413 HE 021 279

Young, Raymond J.

The Role of Historical Research in Higher Education. ASHE Annual Meeting Paper.

Pub Date—Nov 87

Note—15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indians, Case Studies, *Educational Research, *Evaluation Methods, *Higher Education, History, Primary Sources, Research Methodology, *Resource Materials

Identifiers—*ASHE Annual Meeting, *Historical Methods

The role and purposes of historical research in the study of higher education are considered, and essential processes in employing historical methodology are identified. An historical study underway of Native American tribally controlled community colleges heavily utilizing primary sources is cited as a case in point of how lessons learned from historical analysis can possibly be used in the future development and modification of policies. It is noted that historical research can illuminate current problems and act as a tempering influence. There is a need for historical research to produce a faithful record of events. There is need also for historical research aimed at suggesting, through a study of previous events, generalizations for guiding behavior. Three essential processes in using historical methodology are: data collection from documentary primary and secondary sources; criticism of data through assessing the genuineness of information sources; and the presentation of information in accurate and readable form. Much more use of historical analyses is recommended to supplant studies using descriptive research approaches. A bibliography of previous related research is included. Included are 10 references. (SW)

ED 292 414 HE 021 280

Rest, James R.

Moral Judgment: An Interesting Variable for Higher Education Research. ASHE Annual Meeting Paper.

Pub Date—Nov 87

Note—10p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, College Environment, *Educational Research, Higher Education, *Moral Development, *Outcomes of Education, Predictive Measurement, Student Experience

Identifiers—*ASHE Annual Meeting, Defining Issues Test

Findings from research studies that use the Defining Issues Test (DIT), a test of moral judgment development, are described. These findings are relevant to three major questions in higher education research: (1) the question of student outcomes (i.e., what does college experience do for and to people?); (2) the question of the relevance and usefulness of test scores in college in predicting behavior in the "real world" outside the classroom; and (3) the question of admissions criteria–what student characteristics should be used for admissions decisions. Of concern is the diversity of studies and their claims. Findings related to student outcomes are considered that concern: changes during college, attributing change to the college experience, and factors in the college environment responsible for the change. Also considered are what a DIT score predicts beyond itself, and the use of DIT for admissions. Included are five references. (SW)

ED 292 415 HE 021 281

Crosson, Patricia H.

Environmental Influences on Minority Degree Attainment. ASHE Annual Meeting Paper.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 87

Note—34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Advising, *Academic Persistence, Ancillary School Services, Case Studies, College Admission, *College Students, Guidelines, Higher Education, *Minority Groups, *School Holding Power, Self Evaluation (Groups), *Student College Relationship, Student Financial Aid, Student Needs, Student Recruitment

Identifiers—*ASHE Annual Meeting

Findings concerning environmental factors that relate to minority degree achievement in predominantly white four-year colleges and universities are discussed, based on a study sponsored by the National Center for Postsecondary Governance and Finance. The findings are used to suggest adaptations to a "Framework for Evaluating Institutional Commitment to Minorities: A Guide to Institutional Self-Study," which was developed under the auspices of the American Council of Education. The study was entitled "Organizational Influences on Baccalaureate Achievement by Minorities: Ten Case Studies." Successful campus efforts to improve minority degree achievement in a majority of the 10 institutions were: strong programs to help students with academic preparation problems; emphasis on

pre-college programs and relations with elementary and secondary schools; emphasis on multicultural environments; successful resolution to the organizational dilemma of separatist versus support programs for minority students; proactive approaches to financial aid; and opportunities for on-campus housing. The following five areas of the institutional self-study framework are addressed: admissions and recruitment; financial aid; counseling, support services, and placement; curriculum; and environment. The "Framework for Evaluating Institutional Commitment" is appended and 11 references are included. (SW)

ED 292 416 HE 021 282
Bensimon, Estela M.
The Meaning of "Good Presidential Leadership": A Frame Analysis. ASHE Annual Meeting Paper.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Note—38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, *College Presidents, Higher Education, *Leadership, *Organizational Theories, *Role Perception
Identifiers—*ASHE Annual Meeting
The extent to which college presidents incorporate single or multiple vantage points in evaluating good leadership was studied, based on Bolman and Deal's framework as adapted by Birnbaum. They suggest that leaders implicitly use different cognitive "frames" to define their role and understand organizational behavior. A frame helps the administrator determine what is important and what can be safely ignored. Four frames for conceptual maps for understanding organizations and effective leadership behavior were used: the bureaucratic frame, the collegial frame, the political frame, and the symbolic frame. The cognitive frames of 32 presidents were identified by examining interview data that reflected their espoused theories of leadership. Of concern in the analysis of frames were leadership as the process of providing direction to a group or an institution, and the leadership tactics used to provide direction. Content analysis was used to code references to elements of the four frames in an interview passage. Frame analysis resulted in a three-part classification: presidents who espoused a single-frame theory, those who combined two frames, and those with multi-frame orientations. Results are describes and a sample coding form is appended. Thirty-three references are included. (SW)

ED 292 417 HE 021 283
Pascarella, Ernest T.
The Development of Critical Thinking: Does College Make a Difference? ASHE Annual Meeting Paper.
Pub Date—Nov 87
Note—32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Ability, *College Attendance, *College Freshmen, Comparative Analysis, *Critical Thinking, Decision Making, Higher Education, Logical Thinking, *Noncollege Bound Students, *Outcomes of Education, Problem Solving
Identifiers—*ASHE Annual Meeting
The influence of the first year of college on the development of critical thinking was assessed. Matched groups of students who attended and who did not attend college were compared on the Watson-Glaser Critical Thinking Appraisal over a 1 year period. Secondary school level of thinking and other covariates (e.g., aptitude, socioeconomic status, educational aspirations) were assessed. Students with 1 year of college had significantly higher total critical thinking scores and significantly higher scores on the interpretation and evaluation of arguments subscales. The advantages accruing to college attendance were modest. These effects appeared to be the same for all students, irrespective of individual differences in gender, race, and secondary school levels of critical thinking, aptitude, grades, socioeconomic status, and educational aspirations. Additional analyses suggests that net of the study covariates college selectivity, curricular emphasis, and individual measures of intellectual and social involvement during college had no significant associations with critical thinking. A composite measure of intellectual and social involvement during the freshman year did have positive partial correlations with critical thinking. Included are 34 references. (Author/SW)

ED 292 418 HE 021 285
Stokely, Laurie
Turning Specialists into Professors: The Preparation of Graduate Students for College Teaching. ASHE 1987 Annual Meeting Paper.
Pub Date—Nov 87
Note—27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Chemistry, College Faculty, *College Instruction, Departments, *Graduate Students, Higher Education, *Psychology, Questionnaires, *Schools of Education, School Surveys, *Teacher Education, Teacher Responsibility, Teacher Supervision, Teaching (Occupation)
Identifiers—*ASHE Annual Meeting
The largest departments of chemistry, education, and psychology in the United States were surveyed to determine what formal and informal structures they have in place for selecting, preparing, and supervising teaching assistants (TAs) for their teaching responsibilities. Responses were received from each of the 97 departments surveyed. All chemistry departments, 90.6% of education departments, and 90.3% of psychology departments surveyed used doctoral students as teaching assistants. Most chemistry departments (64.7%) required all graduate students to be TAs, while education (86.2%) and psychology departments (53.6%) primarily selected TAs through an application/competitive process. All chemistry departments, 75% of education departments and 71% of psychology departments surveyed had formal preparation programs. For all three types of departments, the class professor was most often depended on to be the sole supervisor (83.5% overall) for the TA. Appendices include the questionnaire and a list of schools studied in order of the size of the department. Included are 15 references. (Author/SW)

ED 292 419 HE 021 304
Redman, George Willie, Reynold
Student Response to Faculty Development Activities: A Case Study.
Pub Date—24 Mar 88
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, College Faculty, College Students, Comparative Analysis, Course Content, *Course Evaluation, *Curriculum Development, *Faculty Development, Higher Education, *Student Evaluation of Teacher Performance, *Student Reaction, Teaching Experience
To examine faculty development activities to improve teaching effectiveness, a midwestern college awarded grants to 17 faculty members for the purpose of revising existing courses and/or developing new courses. The faculty members had from 3 to 23 years of experience and represented all academic divisions. Student evaluations of a total of 27 courses provided the data for the study. A comparison of student ratings before and after course revision revealed a statistically significant difference in favor of revised courses. A comparison of student ratings of new courses and student ratings of college-wide existing courses revealed no statistical differences, despite the difficulties likely to accompany a first try at new courses. Data are presented in four tables. (KM)

ED 292 420 HE 021 305
Chandler, Lana J. Boggs, Michael D.
The Student Loan Handbook. All about the Guaranteed Student Loan Program and Other Forms of Financial Aid for College Students and Their Parents.
Report No.—ISBN-0-932620-82-5
Pub Date—87
Note—159p.
Available from—Betterway Publications, Inc., Box 82, White Hall, VA 22987 ($7.95).
Pub Type— Guides - Non-Classroom (055) — Books (010)
Document Not Available from EDRS.
Descriptors—College Students, Eligibility, Family Financial Resources, Federal Aid, Federal Programs, Financial Problems, *Grants, Higher Education, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Postsecondary Education, Self Supporting Students, *Student Financial Aid, *Student Loan Programs, Work Study Programs
Identifiers—College Work Study Program, *Guaranteed Student Loan Program, Parent Loans for Undergraduate Students Program, Pell Grant Program, Perkins Loan Program, Supplemental Educational Opportunity Grants
The Guaranteed Student Loan Program (GSLP) and other forms of financial aid are described under the following headings: (1) the Guaranteed Student Loan Program (what the program is; how much and when to borrow; the student loan; the Parent Loans for Undergraduate Students (PLUS) Program; guidelines for the independent undergraduate–the supplemental program (SLA); the needs test; how repayment works; the economics of credit; where to apply; the service agency's role; and the future of the GLSP); (2) campus-based programs (Pell Grant);, Supplemental Educational Opportunity Grant (SEOG); the Perkins Loan (formerly the National Direct Student Loan Program); and college work study); (3) other forms of financial aid (including cooperative education, scholarships, and military and private sources of aid); and (4) financial planning (reasons for planning; how to develop your personal financial plan; and the future of financial aid). A glossary of loan-related terms, a 20-item bibliography and an index are provided. The following are also appended: instructions regarding the Student Aid Report and the filing of applications and other forms; a state-by-state list of Guaranteed Student Loan Program sources; and student loan department payment table instructions and worksheet. (KM)

ED 292 421 HE 021 306
Dentistry and Dental Hygiene Handbook. 1988 Edition.
New York State Education Dept., Albany. Office of the Professions.
Pub Date—Jan 88
Note—85p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Certification, College Programs, *Dental Hygienists, *Dental Schools, Dentistry, *Dentists, Higher Education, Professional Training, *Standards, *State Legislation, State Licensing Boards
Identifiers—*New York
The laws, rules and regulations of the New York State Education Department governing dentistry and dental hygiene practice in the state are presented. In addition, the requirements and procedures for obtaining licensure and first registration as a dentist and dental hygienist in New York are discussed. The following chapters are provided: (1) professional regulations in New York State; (2) licensure requirements and application instructions; (3) licensure forms (copies of the forms are provided); (4) education law (article 130, general provisions; and article 133, dentistry and dental hygiene); (5) commissioner's regulations (part 59, general provisions; and part 61, dentistry and dental hygiene); (6) rules of the Board of Regents (part 17, disciplinary proceedings in the professions; part 24, committee on the professions; part 28, determination of good moral character; and part 29, unprofessional conduct–for all professions, health professions, and dentistry and dental hygiene); and (7) listing of accredited professional programs for dentistry and dental hygiene in the United States and Canada. (KM)

ED 292 422 HE 021 307
College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1986.
New York State Education Dept., Albany. Information Center on Education.
Pub Date—87
Note—23p.

Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, Black Students, *College Students, *Enrollment, Enrollment Trends, *Ethnic Groups, Foreign Students, Graduate Students, Higher Education, Hispanic Americans, Pacific Americans, Private Colleges, Professional Education, Proprietary Schools, Racial Composition, *Racial Distribution, Sex Differences, State Colleges, Undergraduate Students, White Students
Identifiers—*New York
Data summaries are provided concerning the racial and ethnic distribution of enrollment in New York colleges and universities, drawn from a 1986-87 Higher Education Data System Survey form. Data are presented in 9 tables that provide total enrollment and percentage enrollment figures for undergraduate, first-professional, and graduate male and female students in the following racial-/ethnic groups: nonresident alien, Black non-Hispanic, American Indian or Alaskan native, Asian or Pacific Islander, Hispanic, and White non-Hispanic. Data are provided for State University of New York (SUNY) institutions, City University of New York institutions, independent institutions, proprietary institutions, selected subject areas for SUNY institutions of 4 years or more, selected subject areas for independent institutions of 4 years or more, first-professional enrollment in selected subject areas, and percent distribution trends of enrollment by racial/ethnic category, level of student and year. (KM)

ED 292 423 HE 021 308
Debt Collection: More Aggressive Action Needed To Collect Debts Owed by Health Professionals. United States General Accounting Office Report to the Honorable John R. Kasich, House of Representatives.
General Accounting Office, Washington, D.C.
Report No.—GAO-AFMD-88-23
Pub Date—Feb 88
Note—45p.
Available from—U.S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies, $2.00 each prepaid; 25% discount for 100 or more copies mailed to a single address).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Allied Health Occupations Education, Federal Aid, Federal Programs, Financial Problems, *Health Personnel, Higher Education, *Loan Repayment, *Medical Education, Nurses, *Nursing Education, Physicians, Program Evaluation, Scholarships, *Student Loan Programs
Identifiers—*Debt Collection, Health Resources and Services Administration, *Loan Default
The General Accounting Office (GAO) reviewed and evaluated debt collection activities of five programs of the Health Resources and Services Administration (HRSA) that provide financial assistance to health professions students and medical facilities. The principal findings include: (1) HRSA changes have improved delinquency rates; however, large dollar amounts in seriously delinquent loans are still being carried; (2) HRSA has not established time frames for schools to determine the collectibility of loans and request write-off approval from HRSA; (3) HRSA's collection efforts were unnecessarily hampered by lack of a comprehensive debt management system, staffing shortages, and failure to follow established procedures; (4) the GAO Inspector General's recommendation of offsetting federal Medicare reimbursements to recover delinquent debts from physicians should be pilot-tested and, if it proves successful, should be implemented as a routine collection step. Comments from the Department of Health and Human Services are appended. A table of data on the average delinquency rates, by percentage, for health professions and nursing student loans from June 30, 1982 to June 30, 1986 is also provided. (KM)

ED 292 424 HE 021 309
Gainer, William J.
GAO's Views on the Default Task Force's Recommendations for Reducing Default Costs in the Guaranteed Student Loan Program. Testimony before the Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C.
Report No.—GAO-T-HRD-88-7
Pub Date—2 Feb 88
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Cost Effectiveness, Federal Aid, Federal Programs, Financial Problems, *High Risk Persons, *Loan Repayment, Postsecondary Education, *Student Characteristics, *Student Financial Aid, *Student Loan Programs
Identifiers—*Guaranteed Student Loan Program, *Loan Default, Pell Grant Program
This General Accounting Office (GAO) testimony before the Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives, concerns the findings of the task force that addressed the increasing costs of student loan defaults. The task force report is considered, generally, to provide additional incentives and tools for program participants to use to better manage their programs and control defaults and to complement recent legislative and regulatory changes. The following topics are discussed: (1) characteristics of defaulters; (2) task force proposals; (3) lender risk sharing; and (4) origination fees for other loan programs. The task force proposal to substantially increase Pell Grant funding is not considered advisable, due to its cost in comparison to the much smaller default savings it would realize. Two proposals are offered that were not proposed in the task force report: (1) lender risk sharing (providing a stronger incentive to avoid defaults and improve their collections efforts); and (2) charging loan origination fees for loans guaranteed under the Parent Loans for Undergraduate Students (PLUS) and the Supplemental Loans for Students (SLS) programs. (KM)

ED 292 425 HE 021 310
Yocom, Dorothy Jean
Affirmative Action in Higher Education.
Pub Date—88
Note—18p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affirmative Action, College Faculty, Colleges, Court Litigation, *Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, *Higher Education, Racial Discrimination, Sex Discrimination, Universities
The current status of affirmative action on the college campus is examined. Following a definition of affirmative action, the history of and social influences on affirmative action are discussed, focusing on the actions of the executive and legislative branches of the Federal government and on court litigation that has tested and refined the concepts involved in affirmative action. The disparate-treatment method of redress under Title VII is discussed in terms of court cases against colleges, universities and other employers. Research on affirmative action in higher education, which deals primarily with student and administrator attitudes, is also reviewed. It is felt that higher education bears a responsibility to provide moral and intellectual leadership in matters of social justice such as affirmative action. A list of 27 references is included. (KM)

ED 292 426 HE 021 311
Financial Management: Overall Plan Needed To Guide System Improvements at Education. United States General Accounting Office Report to the Secretary of Education.
General Accounting Office, Washington, D.C.
Report No.—GAO/AFMD-88-15
Pub Date—Dec 87
Note—60p.
Available from—U.S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies, $2.00 each prepaid; 25% discount for 100 or more mailed to the same address).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accounting, *Federal Aid, *Federal Programs, Higher Education, Loan Repayment, *Management Systems, *Money Management, Program Evaluation, State Federal Aid
Identifiers—*Department of Education
The U.S. Department of Education's financial management environment and effectiveness are described, together with the reliability of its accounting and internal control systems for the management of the money it gives or lends to schools, individual students, states, and local education agencies. The study found that key accounting and related internal control systems operated by the Department and its fund-receiving schools have serious weaknesses. Consequently, billions of dollars in financial resources are not adequately protected from fraud, waste and mismanagement. In addition, the Department's financial reports were found to be unreliable and not derived from its accounting system. Principal findings were: (1) loan records for the Higher Education Facilities and College Housing loan portfolios were inadequate; approximately $75 million would be required to bring the files up to commercial standards in order to sell them to the public; (2) the property accounting system is insufficient for proper Departmental control; (3) accounting weaknesses result in erroneous Pell Grant disbursements; and (4) the Department's general ledger system contains unreliable data because of inadequate and inefficient computer systems. Appendix I consists of a financial management profile of the Department in five tables that provide data on budget requests, estimated loan account balances, statements of financial condition for fiscal years 1982, 1984 and 1985, and the purposes of the Department's 29 accounting systems. Appendix II provides comments from the Department of Education. (KM)

ED 292 427 HE 021 312
O'Callaghan, Phyllis, Ed.
A Clashing of Symbols: Method and Meaning in Liberal Studies.
Report No.—ISBN-0-87840-468-6
Pub Date—88
Note—156p.
Available from—Georgetown University Press, Intercultural Center, Room 111, Washington, DC 10057 (cloth, ISBN-0-87840-467-8, $12.95; paper, ISBN-0-87840-467-6, $7.95).
Pub Type— Opinion Papers (120) — Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Art Education, *College Programs, Educational Philosophy, Educational Theories, General Education, *Graduate Study, Higher Education, History Instruction, *Humanities Instruction, *Interdisciplinary Approach, *Liberal Arts, Philosophy, Psychology, Sciences, *Social Sciences, Theological Education
Thirteen essays describe the interdisciplinary approach of the graduate liberal studies program from the point of view of each of the disciplines involved: philosophy, history, art, literature, social science, psychology, science, and theology. The following are included: "Graduate Liberal Studies Programs: Origin and Aims" (Phyllis O'Callaghan); "Research and Liberal Learning" (Richard B. Schwartz); "Reading Theology" (John F. Haught); "Science, Technology, and Society" (Thomas P. McManus); "Learning in the Social Sciences: Some Advice" (James Fremming); "Understanding History" (Phyllis O'Callaghan); "Teaching Literature in a Liberal Studies Program" (Michael J. Collins); "Seeing Art as Cultural Inquiry" (Diane Apostolos-Cappadona); "Philosophy as a Mode of Liberal Learning" (Jesse Mann); "Reading Psychology: Insights and Pitfalls" (Darlene Howard); "Method and Meaning in Liberal Studies" (James W. Thomasson); "The Discipline of Dialogue: The Contribution of Philosophy to a Liberal Studies Program" (Francis Ambrosio); and "The Wisdom of Merlyn" (Mary Anne Grant), a student's perspective on liberal studies. (KM)

ED 292 428 HE 021 313
Bibliography of Available Literature Relating to the Recognition of Studies, Diplomas and Degrees and to International Mobility in Higher Education. 1987.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
Pub Date—87
Note—122p.; For the 1985 edition, see ED 270 041.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Admission, College Graduates, *College Programs, *Comparative Education, *Degrees (Academic), Educational Certificates, *Foreign Students, Higher Education, International Cooperation, *International Educational Exchange, International Organizations, Student Exchange Programs, Student Mobility, *Study Abroad

Identifiers—*Foreign Educational Credentials

This bibliography of 1,049 items relating to foreign study at the college level, including foreign study, study abroad, and international education, is an updated version of the 1985 edition. Changes are primarily in the elimination of much of the literature published before 1980 and the addition of material published since 1985. The bibliography is preceded by an evaluation discussing the background and rationale for its development, the structure, the literature included, geographical coverage, thematic division, and the content of the literature. The bibliography itself is in alphabetical order by the name of the author or editor, or, if there is none, the title. Subject and geographical indexes are provided. (KM)

ED 292 429 HE 021 314

Appleberry, James B.

Guidelines on the Appointment of a President.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date—Nov 87

Note—7p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192 ($1.00).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, Administrator Qualifications, Administrator Role, *Administrator Selection, *College Presidents, Governing Boards, Guidelines, Higher Education, *Search Committees (Personnel)

Identifiers—*Appointive Positions

Presidential search committees, governing boards, aspiring or current presidents, and other groups or individuals are provided with guidelines for appointing a university president. The elements necessary for appointment are described as well as the conditions resulting from appointment. The search process should include such steps as an assessment of the needs of the institution prior to the start of the search, a determination (by the governing board) of the representative nature of the search committee, appointment of the search committee, generation of a timetable for completion, a statement of criteria for selection, determination of a communication plan, identification of qualified candidates, screening of the candidate pool, selection and interviewing of finalists, and offering the position to the top candidate. Clearly stated conditions of employment are important, and they include the nature, scope of authority, and responsibility vested in the president; conditions of appointment (academic rank, tenure, length of appointment, and assessment); compensation; insurance; housing; travel; leaves; miscellaneous considerations (social responsibilities, research and writing assistance, moving expenses); and leaving the presidency. Formal assessment of the president's performance in office is also important, and the governing board must establish a policy. Essential elements of this evaluation are a statement of expectations, the president's own self-assessment, a statement by the governing board of assessment procedures, and a meeting with the president and governing board to discuss the assessment while in progress. (SM)

ED 292 430 HE 021 315

Deegan, William L. And Others

Translating Theory into Practice: Implications of Japanese Management Theory for Student Personnel Administrators. NASPA Monograph Series Volume 3. First Edition.

National Association of Student Personnel Administrators, Inc.

Report No.—ISBN-0-931654-03-3

Pub Date—Mar 85

Note—85p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Policy, *Administrator Education, Administrator Qualifications, Higher Education, *Leadership, Models, Morale, *Organizational Climate, *Personnel Directors, Personnel Management, Productivity, Quality Circles, Student Personnel Services, *Student Personnel Workers, Supervisory Training, Theory Practice Relationship, Training

Identifiers—*Japanese Management Techniques

Japanese management theory was studied to identify specific models for consideration by student personnel administrators. The report is organized into three sections: major components of Japanese management theory, potential implications for student personnel administration, and three models, based on components of Japanese management theory, for adaptation by student personnel administrators. The first section discusses historical and theoretical perspectives from America, followed by: the development of a comprehensive philosophy; the creation of structures and incentives; nonspecialized career paths and job rotation; collective responsibility and values; trust, egalitarianism and holistic concern for staff; a long-term emphasis, slow evaluation and promotion, and lifetime employment; and the emphasis of subtlety. Section two considers criticisms of Japanese management theory, creating a climate, structural vehicles, quality circles, nonspecialized career paths and job rotation, matrix management, and concepts least likely to be implemented. The third section focuses on a quality circle model for student affairs, a model job rotation plan, and matrix organization models. It is concluded that Japanese corporate techniques for quality output, enhanced productivity, and cost reduction may be applicable to problems related to quality, cost reduction, and staff morale in U.S. higher education. There are 50 references. (SM)

ED 292 431 HE 021 316

Sherwood, Joan S., Ed.

Alcohol Policies and Practices on College and University Campuses. NASPA Monograph Series Volume 7.

National Association of Student Personnel Administrators, Inc.

Report No.—ISBN-0-931654-09-2

Pub Date—Jul 87

Note—108p.

Pub Type— Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrative Policy, Administrator Responsibility, *Alcohol Education, *Alcoholic Beverages, Campuses, *College Environment, College Students, Court Litigation, *Drinking, Drug Education, Fraternities, Health Education, Higher Education, Legal Responsibility, Models, *School Security, Sororities

Identifiers—*Hazing

Following the alcohol-related death of a student at Western Washington University in 1984, the National Association of Student Personnel Administrators (NASPA), initiated a study of guidelines for dealing with alcohol on college and university campuses nationwide. Suggestions are made for establishing effective policies and opening lines of communication. After an introduction by Tom Goodale, six chapters written by various members of the higher education community are presented. Chapters are listed as: "A Historical Perspective: Alcohol Abuse and Alcoholism in America and on Our Campuses" (Joseph M. Fischer); "Learning, Libation, Liability" (Mary Lou Fenili); "Campus Responses to Changes in the Drinking Age" (Caryl K. Smith); "College Students' Drinking Patterns and Problems" (Ruth C. Engs and David J. Hanson); "Current Issues in Effective Alcohol Education Programming" (Alan D. Berkowitz and H. Wesley Perkins); and "Alcohol Policy Development: A Necessary Component for a Comprehensive Alcohol Education Program on Campus" (Gerardo M. Gonzalez). Inter-Association Task Force Model Campus Alcohol Policy Guidelines are appended. Tables include data on: server liability; liability based on identity of person served; hazing definitions, liability, and penalties; review of the legal drinking age in the 50 states; problems due to drinking among those who drink once a year or more; alcohol education program interventions; and use of alcohol surveys in alcohol education programs. References follow each chapter. (SM)

ED 292 432 HE 021 317

Appleton, James And Others

Pieces of Eight: The Rites, Roles, and Styles of the Dean, by Eight Who Have Been There.

National Association of Student Personnel Administrators, Inc.

Report No.—ISBN-0-931654-00-9

Pub Date—78

Note—195p.

Pub Type— Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrator Attitudes, *College Administration, *Deans of Students, Higher Education, *Leadership Styles, Personal Narratives, Role Models, Student Personnel Workers

Eight nationally known deans (chief student affairs officers), all past presidents of the National Association of Student Personnel Administrators (NASPA), collaborated on this book about the role and style of the dean of student affairs by drawing upon their experience and collective knowledge. In spite of different leadership styles, there are many commonalities such as high energy levels; ability to initiate; effective coping with daily pressures; high regard for competence in integrity; and good relations with students, staff, faculty, and colleagues. Historical forces and issues that have affected the profession are discussed, followed by a description of "deaning" and learning. Other chapters consider such authority (given, earned, presumed, and lost); organization and relationships; the importance of planning; discipline; decision making; staff training and development; dangers (ducking, being a load, bad judgment, and various personality factors); personal style; and the future of higher education. A memo to the president from a staff member of a task force on student life is included. The appendix offers the story of writing this book. (SM)

ED 292 433 HE 021 318

Rossmann, Jack E. El-Khawas, Elaine

Thinking about Assessment: Perspectives for Presidents and Chief Academic Officers.

American Association for Higher Education, Washington, D.C.; American Council on Education, Washington, D.C.

Pub Date—Jun 87

Note—28p.

Available from—Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (single copies free; 2 or more, $1.00 each).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, College Administration, College Students, *Educational Assessment, Evaluation Criteria, *Evaluation Methods, Higher Education, *Outcomes of Education, Program Development, *Student Evaluation

Identifiers—*College Outcomes Assessment

Assessment in higher education is shifting from the state house to the college campus. Information is provided to help campus administrators make the best decision regarding their institutions. A general perspective is offered to senior administrators with little previous experience in systematic assessment. Section I, "Assessment: What Is It All About?" defines and explains the concern with assessment. Section II, "Should We Develop an Assessment Program?" considers the benefits of assessment, the way to balance assessment with other goals, and how to deal with external constituencies. "How Should We Start?" in section III, focuses on the leadership role, organizing for assessment, collecting data, determining costs of assessment, and establishing a schedule. The accompanying figures offer information on different approaches to assessment, state mandates on assessment, possible components of an assessment plan, and possible roles for presidents and chief academic officers in student assessment; and present a checklist of possible assessment costs, examples of a planning schedule, and advice from assessment pioneers. Twenty-two references are given and a concluding page is included, entitled, "Using Assessment to Greatest Effect." (SM)

ED 292 434 HE 021 319

Stehno, Joseph J.

An Incomplete History of Non-Traditional Programs in American Higher Education.

Pub Date—Jan 88

Note—27p.

Pub Type— Information Analyses (070) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, *Educational Development, Educational History, *Educational Innovation, Educational Principles, *Experimental Colleges, Experimental Teaching, Free Schools, *Higher Education, Models, Noncampus Colleges, *Nontraditional Education, Open Education, *Open Universities

An overview of the history of nontraditional programs within the American higher education system discusses the energy and spirit provided by such programs and relates them to the basic principles of American culture (importance of individuality, respect for diversity, and belief in equality). During the development of American culture, the five

trends affecting higher education have been moving from aristocracy to equality, from traditional to popular and practical, from transmission to creation, from singular to diverse, and from uniformity to individuality. Several definitions of nontraditional education are provided in a discussion of the nature of nontraditional programming. Nontraditional education focuses on the needs and goals of the individual learner, with learning not necessarily taking place in a formal setting. Though nontraditional programs are relatively new in higher education, their foundations are deep within America's history. Nontraditional programs are divided into six categories/models: administrative-facilitation model, modes of learning model, examination model, validation model, credits model, and complex-systems model. Details of each category/model are provided. A list of 18 references is included. (SM)

ED 292 435 HE 021 320

The Council on Postsecondary Accreditation: 1986 Self-Study. Background, Findings and Recommendations, and Resulting Bylaw Changes.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date—Aug 87

Note—165p.

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036.

Pub Type— Reports - Evaluative (142) — Legal/-Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Accreditation (Institutions), *Accrediting Agencies, *Advisory Committees, Governance, *National Organizations, Nonprofit Organizations, Policy Formation, *Postsecondary Education, Program Evaluation, *Self Evaluation (Groups)

Identifiers—Bylaws, *Council on Postsecondary Accreditation, Institutional History

The report of the Council on Postsecondary Accreditation (COPA) self-study advisory panel is presented in three parts. Following a historical review of the formation of COPA, part 1 looks at the first 5 years (1975-1980), and explains 1982-1986 activities as they related to priorities adopted in 1982. Information is offered on: COPA objectives and work responsibilities; governance and finance (governance narrative, historical development, and current budgets); policy development; committee on recognition; the COPA assemblies; professional development; publications; funded projects; research activities; relations with the Federal government; and relations with the states. A key to acronyms used in background materials is provided. Membership lists are included for the self-study advisory panel, the board of directors, ex-officio, the committee on recognition, and COPA staff. In part 2, COPA self-study advisory panel findings and recommendations are listed that were submitted to the COPA board in October 1986 regarding organizational objectives, priorities, governance, and financing. Particular focus is on the role of accreditation in achieving educational quality. Part 2 includes the changes to the panel and an overview of the study, written and oral testimony, and suggested changes in articles of incorporation and bylaws. A glossary of acronyms is included. Part 3 contains the COPA articles of incorporation, amendments to those articles, and bylaws. (SM)

ED 292 436 HE 021 321

Crosson, Frederick

The Philosophy of Accreditation.

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

Spons Agency—Council on Postsecondary Accreditation, Washington, D.C.

Pub Date—Apr 88

Note—16p.; Journal article slightly edited for the Conference on "The Role of Accreditation in Institutional and Program Improvement" presented by the Council on Postsecondary Accreditation (April 13, 1988).

Available from—Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 ($4.00).

Journal Cit—North Central Association Quarterly; v62 n2 Fall 1987

Pub Type— Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, *Accreditation (Institutions), Evaluation Criteria, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Higher Education, Institutional Evaluation, Philosophy, Program Improvement, Quality Control

Identifiers—*Accreditation Standards

The philosophy of accreditation is discussed in a paper commissioned by the North Central Association of Colleges and Schools for a project on "Rethinking Accreditation." After defining accreditation and distinguishing it from assessment, evaluation and "meta-evaluation" are discussed, including the nature of accreditation in general, the importance of goals as norms of evaluation, and the importance of evaluating accrediting associations. Under the topic of epistemology and method, evaluation theory and methodology in accreditation are discussed in terms of public standards, institutional self-study, site visits by a visiting team, and the process of reviewing the team report with final confirmation by the commission. Two recurrent issues in this evaluation are the goal of helping improve the quality of the educational institution and the lack of a measure of outcomes independent of the evaluation process. The importance of the improvement of the quality of higher education is stressed. (SM)

ED 292 437 HE 021 322

Gaylord, Thomas A. And Others

Statistical Abstract 1987. [University of Alaska System of Higher Education].

Alaska Univ., Fairbanks.

Pub Date—87

Note—220p.; Second annual statistical abstract for the University of Alaska System. Some tables may not reproduce well due to small print.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—College Administration, College Faculty, *College Planning, Degrees (Academic), Educational Facilities, Enrollment Trends, Financial Support, Higher Education, Institutional Characteristics, *School Statistics, State Surveys, *State Universities, *Statewide Planning, Statistical Analysis, Statistical Surveys

Identifiers—Alaska, *University of Alaska

The 1987 edition of the statistical abstract for the University of Alaska System offers data to be used by public officials, institutional administrators, and the Board of Regents in developing university programs and plans. In 1987 the University used its old organizational structure for the last time due to state funding reductions, and this abstract provides a benchmark for measuring some future effects of restructuring the system. Also, 1987 was the last year the university used batch payroll and student records data systems, and the corrections are shown within. The document is made up of data tables and divided into seven sections: (1) enrollments (statistical tables on student credit hours, credit headcount, and enrolled student state and region of origin as well as non-credit and correspondence study activity (1982-1987); (2) programs and awards (degree/certificate data for the years 1983-1987); (3) faculty and staff (1986 data); (4) facilities and space (library, building inventory, instructional space utilization, student contact hour load, and capacity of residential buildings for 1986); (5) fiscal analysis (data on restricted and unrestricted revenue, direct private gifts, state financial aid, and tuition rates for the years 1983-1987); (6) comparative statistics (data on state funding, administrative salaries, faculty salaries, tuition, and higher education prices for 1987); and (7) special projects (peer campus expenditures, Colorado's faculty allocation model applied to Alaska, and a 6-year plan survey). (SM)

ED 292 438 HE 021 323

Alabama Student Grant Program. Ninth Annual Report. 1986-87 Academic Year.

Alabama State Commission on Higher Education, Montgomery.

Pub Date—87

Note—70p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Finance, Eligibility, Financial Aid Applicants, Financial Support, *Grants, Higher Education, *Private Colleges, *State Aid, State Surveys, Student Costs, *Student Financial Aid

Identifiers—*Alabama Student Grant Program

Following a description of the establishment of the Alabama Student Grant Program (which provides direct grants to bonafide residents of Alabama for attending undergraduate school at specified nonprofit, independent Alabama institutions), information is provided on student eligibility requirements. Applicants must meet such criteria as having United States citizenship, having a certificate of graduation (or the equivalent) from a secondary school, being enrolled as a full- or half-time student in an eligible program, be making satisfactory progress, and not be enrolled in a course of study leading to a degree in religion or theology. Appropriations for the grant program were $3,342,956 in 1985-86 and $3,016,828 for 1986-87. Maximum grant awards were $550 in 1978-79 and $516 in 1986-87. Most grant recipients majored in business administration, education, or general liberal arts and sciences. Over 7% majored in technological or occupational programs at the associate degree or sub-baccalaureate level. Tables are included to note distribution of grant recipients and payments by institutions, rank order listing of numbers and percentages of grant recipients by program areas, and intra-institutional distribution of grant awards. (SM)

IR

ED 292 439 IR 013 137

Computers in Education. Inventory of Training Institutions, Publications, Societies in Asia and the Pacific: Australia, Bangladesh, China, Fiji, Hong Kong, India, Malaysia, New Zealand, Papua New Guinea, Philippines, Republic of Korea, Singapore, Sri Lanka, Thailand.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—86

Note—196p.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Literacy, *Computer Science Education, Computer Uses in Education, Developed Nations, Developing Nations, Educational Technology, *Inservice Teacher Education, *Professional Associations, Professional Education, *Publications

Identifiers—*Asia, *Pacific Region

This directory provides a listing of computer training institutions, computer associations, and computer publications in 14 nations of Asia and the Pacific Region. The listing of 70 training institutions provides contact information and details on programs, research, and major innovations for each institution. The listing of 15 computer publications includes contact information and a description of the publication, as well as recent and recommended articles about computer uses in education. The listing of five computer associations gives contact information and a description of each association's purposes, programs, membership qualifications, and available scholarships. (EW)

ED 292 440 IR 013 191

A Report to the People. 20 Years of Your National Commitment to Public Broadcasting, 1967-1987. 1986 Annual Report.

Corporation for Public Broadcasting, Washington, D.C.

Report No.—ISBN-0-89776-100-6

Pub Date—[15 May 87]

Note—129p.; Photographs will not reproduce well.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annual Reports, Cultural Enrichment, Educational Radio, *Educational Television, *Financial Support, *Programing (Broadcast), *Public Television, *Television Viewing

Identifiers—*Annenberg CPB Project, *Corporation for Public Broadcasting

This annual report for the Corporation for Public Broadcasting (CPB) for fiscal year 1986 also summarizes the CPB's activities over the last 20 years. The front inside cover folds out to three pages and provides a chronology of the important events in CPB history from its inception in 1967 to 1987. A narrative report on the CPB's 20 years of operation highlights its beginnings, milestones, programming, and audiences; the broadcasting system; and fund-

ing. Comments in support of public television by a wide variety of public figures concludes this portion of the report. The 1986 annual report provides information on television programming, radio programming, community outreach, adult learning, program support activities, and system support activities for that fiscal year. The CPB Board of Directors and officers are also listed, and a financial accounting by the firm of Peat, Marwick, Mitchell & Co. is provided. The text is supplemented by a number of graphs, figures, and photographs. (EW)

ED 292 441 IR 013 193
Bates, A. W.
Teaching, Media Choice and Cost-Effectiveness of Alternative Delivery Systems. IET Paper No. 264.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date—17 Jul 87
Note—22p.; Paper presented at a Conference on Audio-Visual Technology and Vocational Training in Europe-A Dual Challenge (Berlin, East Germany, September 3-4, 1987).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Audiovisual Instruction, *Cost Effectiveness, Costs, *Distance Education, Educational Technology, Foreign Countries, Postsecondary Education, *Teaching Methods, *Vocational Education
Identifiers—*Europe (West)
This discussion of the usefulness of audiovisual technology for vocational training begins with a brief overview of changes in vocational training in Europe with the introduction of open learning and distance teaching methods and the increase in technologies available to trainers. Procedures for deciding on appropriate audiovisual media are then considered, with an emphasis on the context of the decision, e.g., the training needs of a large manufacturer vs. those of a service industry. Criteria for this decision-making process are discussed, including the issues of access, i.e., when and where the employee will learn; costs for the production and delivery of instructional materials in various media formats; the presentational characteristics of audiovisual media as they relate to teaching strategies; the control over the medium that is available to the learner, e.g., broadcasts vs. cassettes; and the policies and structures within a training organization that can support or hinder the use of audiovisual media for training. Some general recommendations for the design of a training system using audiovisual media conclude the paper. The text is supplemented by four tables. (EW)

ED 292 442 IR 013 194
Bates, A. W.
Television, Learning and Distance Education. IET Paper No. 262.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date—29 May 87
Note—29p.; Inaugural Lecture delivered at the Open University (Bucks, England, May 29, 1987).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Distance Education, Documentaries, *Educational Television, Foreign Countries, Higher Education, Open Universities, *Teaching Methods, *Videotape Cassettes
Identifiers—*Open University (Great Britain)
This lecture considers the effectiveness of television as a medium for distance education in light of the experiences of the Open University in Great Britain. The main theses of the paper are that television is an important component of high quality open and distance education, but only when its unique teaching characteristics are exploited, and that the effectiveness of television depends to some extent on how the material is structured and to some extent on the technology available to the student. Discussion of the presentational characteristics of television presents five examples of ways in which it can bring unique teaching resources to students. How such material actually influences the learning process is emphasized, e.g., the usefulness of documentary-style programs in encouraging the skills of analysis and application of knowledge. The advantages of using videotape cassettes as opposed to live broadcasts are also discussed, including student control over viewing and increased learning effectiveness. Finally, the advantages and disadvantages of interactive television and Tutored Video Instruction are considered. The television extracts that were presented for each of the examples are listed, as well as 22 references. (EW)

ED 292 443 IR 013 195
Carlisle, Robert D. B.
Video at Work in American Schools.
Agency for Instructional Technology, Bloomington, IN.
Report No.—ISBN-0-9603244-2-9
Pub Date—87
Note—66p.; Photographs will not reproduce well.
Available from—Agency for Instructional Technology, Box A, Bloomington, IN 47402.
Pub Type— Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Distance Education, *Educational Television, Elementary Secondary Education, Interviews, Programing (Broadcast), *Public Television, School Surveys, *Use Studies, *Video Equipment, *Videotape Recordings
Based on contacts with almost 160 people in 12 states over the course of a year's travels, this book reports on the use of television technology in many American elementary and secondary schools some 30 years after its introduction as a medium with great promise for teaching and learning. Experiences that teachers are having with the medium in the mid-1980s are described, and their exploitation of video technology is attributed to three essential elements–equipment, programming, and support–as well as the total control of programming at its point of use which has been made possible by the introduction of the videocassette recorder. The use of suitable programming for all curriculum areas and grade levels is also chronicled, with emphasis on its use to strengthen existing instruction, foster change, and promote equal access to educational opportunities. The report concludes with a discussion of the support given to teachers by their principals, media coordinators, and others who work directly with them, which underscores the critical importance of such support in realizing video's promise. The text is supplemented with tables and photographs throughout, and lists of the names of those interviewed and the sources of the video programs are appended. (EW)

ED 292 444 IR 013 196
Bass, Ronald K., Ed. Lumsden, D. Barry, Ed.
Instructional Development: The State of the Art.
Report No.—ISBN-0-88429-099-9
Pub Date—78
Note—266p.; Reprinted 1987. For individual chapters of this book, see IR 013 197-208. For chapter 5, see ED 144 587.
Available from—Best Book Publishers, P.O. Box 1894, McAlester, OK 74502 ($10.95).
Pub Type— Books (010) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Change Agents, College Faculty, *College Instruction, *Faculty Development, Higher Education, *Instructional Design, *Instructional Development, *Instructional Improvement, Methods Research, State of the Art Reviews
Designed to provide the reader with in-depth examinations of several key aspects of instructional development, this book presents both descriptions of state-of-the-art developments and analyses of problems faced by the field. These reports are presented in 13 chapters written by 17 authors: (1) "The Relationship between Faculty Development (FD), Organizational Development (OD), and Instructional Development (ID): Readiness for Instructional Innovation in Higher Education" (Allen J. Abedor, Steven G. Sachs); (2) "The Intricacies of Instructional Development" (Marvin E. Duncan); (3) "Strategies for Teaching and Learning Instructional Design" (Frank V. Colton); (4) "Comprehension and the Design of Instructional Materials" (Buford E. Wilson); (5) "Selection and Evaluation of Alternative Teaching Methods in Higher Education" (Dean N. Osterman); (6) "Cognitive Style Mapping: Its Place in Instructional Development" (Ronald K. Bass, James D. Hand); (7) "The Organization and Implementation of Instructional Development Programs in Higher Education" (Joseph J. Durzo); (8) "Instructional Improvement Centers in Higher Education" (Barry Bratton); (9) "Politics of Instructional Development in Higher Education" (Robin Edgar Lawrason); (10) "Economic Evaluation in/of Instructional Development" (Gene L. Wilkinson); (11) "Collective Bargaining: Adversary or Colleague" (Dennis R. Schaffer); (12) "The Challenge from Within: Some Unpopular Views on Instructional Development Topics" (Roberts A. Braden and William R. Terrell); and (13) "Instructional Development: The State of the Art" (Ronald K. Bass, Charles R. Dills, and D. Barry Lumsden). The text is supplemented by various tables and figures, and each chapter includes a bibliography. Author and subject indexes are also provided. (EW)

ED 292 445 IR 013 197
Abedor, Allen J. Sachs, Steven G.
The Relationship between Faculty Development (FD), Organizational Development (OD) and Instructional Development (ID): Readiness for Instructional Innovation in Higher Education. Chapter 1.
Pub Date—78
Note—19p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Instruction, *Faculty Development, Higher Education, *Instructional Development, *Instructional Innovation, Methods Research, *Organizational Development, *Readiness
This chapter addresses the relationship between three different approaches to educational improvement–instructional development (ID), organizational development (OD), and faculty development (FD). These three approaches are related to each other using the concept of readiness for innovation, and a spiral relationship is postulated: an individual, or an organization, will adopt an innovation only if the variable, readiness, is at a high enough value. If not, then the level must be raised through a sequence which alternates among the three factors, FD, then OD, then FD again, and so on. The text is supplemented with three figures, and a 24-item bibliography is provided. (Author/EW)

ED 292 446 IR 013 198
Duncan, Marvin E.
The Intricacies of Instructional Development. Chapter 2.
Pub Date—78
Note—19p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Agents, *Educational Change, *Educational Technology, *Instructional Development, Models, Multimedia Instruction, *Systems Approach, Teacher Improvement
Designed to serve as an introduction to instructional development for the teacher or graduate student who has not read extensively in the field, this chapter presents an operational definition of the instructional development process; explores the human dimensions of the process; provides graphic models of instructional development; and makes practical suggestions for implementing and diffusing instructional development. Three models of instructional development–two by Hamreus and one by Glaser–are used to illustrate: (1) the nature of instructional development; (2) the steps in the instructional development process; (3) the human aspects of instructional development; (4) the diffusion of instructional development; and (5) where instructional development fits into educational technology and the public view of education. The text is supplemented with three figures, and a 24-item bibliography is provided. (Author/EW)

ED 292 447 IR 013 199
Colton, Frank V.
Strategies for Teaching and Learning Instructional Design. Chapter 3.
Pub Date—78
Note—24p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Objectives, *Educational

Strategies, *Instructional Design, *Instructional Development, *Methods Courses, *Teacher Education, Teaching Methods, Textbooks
Identifiers—*University of Kentucky
This description of the model used to teach instructional development to teachers at the University of Kentucky includes strategies and approaches used in the course; exercises, projects, and activities used in the class; and copies of forms and handouts used by the class. Alternative teaching materials, primarily textbooks, are also described. The history of the course is presented within the context of the history of instructional development. The text is supplemented with various tables and figures, and an 84-item bibliography, which includes basic textbooks, is provided. (Author/EW)

ED 292 448 IR 013 200
Wilson, Buford E.
Comprehension and the Design of Instructional Materials. Chapter 4.
Pub Date—78
Note—17p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Comprehension, Context Clues, *Instructional Design, *Instructional Development, *Instructional Materials, *Material Development, *Semantics, Teaching Methods
Arguing that the failure of instructional materials is frequently due to misconceptions held by their developers concerning the nature of comprehension, this chapter examines the factors involved in comprehension and relates them to the design of instructional materials. Three types of errors in comprehension are discussed, and ways to avoid them are presented: (1) instructional materials fail because of a lack of background, either already possessed by the student or to be provided by the materials; (2) instructional materials fail to provide a useful context for the instruction presented; and (3) instructional materials fail because of interference from various aspects of the instructional materials themselves. Some conclusions about comprehension are provided to aid in the designing of materials which avoid these problems. The text is supplemented with two figures, and an eight-item bibliography is provided. (Author/EW)

ED 292 449 IR 013 201
Bass, Ronald K. Hand, James D.
Cognitive Style Mapping: Its Place in Instructional Development. Chapter 6.
Pub Date—78
Note—13p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Mapping, *Cognitive Measurement, *Cognitive Style, Individualized Instruction, *Instructional Design, *Instructional Development, Models, Psychological Studies, *Student Characteristics
Identifiers—*National Special Media Institutes Model
This chapter outlines the measurement and interpretation of cognitive style using the conceptual structure of Educational Cognitive Style and the Educational Sciences developed by Dr. Joseph Hill and others. The measurement and interpretation of 36 aspects of cognitive style are discussed, as well as the use of cognitive style mapping (the graphic interpretation of cognitive style inventory responses) in describing the instructional environment of different types of instructional approaches. The use of cognitive mapping in matching the students' and instructor's cognitive styles to that of the instructional method is also described. A model developed under the auspices of the National Special Media Institutes (NSMI) is also discussed, with emphasis on its use for individualizing and personalizing instruction using cognitive style as the center of the organization. The text is supplemented with 3 figures, and a 13-item bibliography is provided. (Author/EW)

ED 292 450 IR 013 202
Durzo, Joseph J.
The Organization and Implementation of Instructional Development Programs in Higher Education: A Review of Literature. Chapter 7.
Pub Date—78
Note—31p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Administration, *College Faculty, *College Instruction, *Faculty Development, Higher Education, *Instructional Development, *Instructional Innovation, Literature Reviews, Systems Approach
This literature review discusses the nature of instructional development (ID) and the ID movement, and examines the factors affecting the success of ID in higher education, focusing in particular on the organization and implementation of ID programs. The role of ID agencies is discussed and the various characteristics of such agencies are considered in terms of advantages and disadvantages to the agencies. The types of projects that such agencies might best undertake are discussed in the context of both the long-term success of the agency and such factors as administrative location, staffing, size of project, and product versus people development. Methods for project generation and selection by ID agencies are also presented. Finally, the implementation of broad-based ID paradigms in higher education by such agencies is discussed, including consideration of such factors as institutional reward structures, administrative commitment, administrative location, instructional development procedures, team approach, faculty development, evaluation, and maximizing impact. The text is supplemented by five tables, and a 46-item bibliography is provided. (Author/EW)

ED 292 451 IR 013 203
Bratton, Barry
Instructional Improvement Centers in Higher Education. Chapter 8.
Pub Date—78
Note—12p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *College Instruction, *Faculty Development, Higher Education, *Inservice Teacher Education, *Instructional Development, Questionnaires, School Surveys
Identifiers—*Instructional Improvement Centers
This chapter contains a description of the research strategy and subsequent results of a study that was conducted to gather information about Instructional Improvement Centers (IIC) in higher education. An IIC is an organization that is charged with facilitating the improvement of those competencies of faculty members that will lead to an improvement of teaching and learning. Data collected via a literature review and questionnaires covered four areas: (1) staff and organization; (2) professional activities; (3) financial support; and (4) philosophy and future direction. The data are analyzed and discussed under the four headings, and conclusions concerning appropriate actions in each of the four areas are given. A five-item bibliography is provided, as well as a list of the institutions that provided data for the survey. (Author/EW)

ED 292 452 IR 013 204
Lawrason, Robin Edgar
Politics of Instructional Development in Higher Education. Chapter 9.
Pub Date—78
Note—20p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Instruction, *Curriculum Development, *Faculty College Relationship, *Faculty Development, Higher Education, *Instructional Development, *Political Influences, School Surveys
This chapter discusses the implementation and encouragement of instructional development on the university campus, with particular emphasis on the instability and political nature of the campus environment. Empirical data obtained from a survey of instructional development activities throughout the Delaware Valley of Pennsylvania and New Jersey are used in evaluating the points found in a survey of the literature. Factors discussed in evaluating the survey data include commitment by the institution, faculty rewards, skills of the instructional development staff, resources and facilities, evaluation of programs, openness to change, student attitudes, the importance of strong internal personalities, focus of the instructional development center, program documentation, and the importance of strong interpersonal communication between developers and other university personnel. The text is supplemented by two tables, and a 24-item bibliography is provided. (Author/EW)

ED 292 453 IR 013 205
Wilkinson, Gene L.
Economic Evaluation in/of Instructional Development. Chapter 10.
Pub Date—78
Note—31p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Comparative Analysis, *Cost Effectiveness, *Educational Research, *Evaluation Methods, *Instructional Development, Predictive Measurement
This chapter outlines the theory of cost-benefit analysis and discusses its application to determining the cost-benefit of instructional development projects. Three types of applications are discussed: (1) descriptive applications of single projects; (2) predictive studies of proposed projects; and (3) comparative analysis of alternative projects and alternative approaches to a single project. Problems involved in current approaches to the cost-benefit analysis of instructional projects are discussed, and the COST-ED model, which was developed to deal with these projects, is presented. Finally, problems still unresolved in this field are considered. The text is supplemented with 12 figures, and a 28-item bibliography is provided. (Author/EW)

ED 292 454 IR 013 206
Schaffer, Dennis R.
Collective Bargaining: Adversary or Colleague? Chapter 11.
Pub Date—78
Note—16p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Collective Bargaining, *College Faculty, Higher Education, *Instructional Development, Questionnaires, Strikes, *Student Attitudes, *Student Participation, Unions
This discussion of the effects of unionization of teaching faculty upon the instructional development process in higher education examines both the collective bargaining process and strikes. Mailed questionnaires were used to collect data from instructional developers in instructional development agencies, faculty members, and students. Various scenarios suggested by the replies to the questionnaires are discussed in terms of their possible impact upon instructional development activities, and suggestions are made for steps to be taken to avoid some of the undesirable aspects of these scenarios. Two tables present the tabulated survey data, and a 13-item bibliography is provided. (Author/EW)

ED 292 455 IR 013 207
Braden, Roberts A. Terrell, William R.
The Challenge from Within: Some Unpopular Views on Instructional Development Topics. Chapter 12.
Pub Date—78
Note—17p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Agents, *College Faculty, *College Instruction, *Faculty Development, Higher Education, *Instructional Development, *Instructional Improvement, Student Role
This chapter examines several aspects of the instructional development (ID) process as it occurs in higher education, and presents arguments: (1) in favor of using students in various aspects of the instructional development process; (2) in favor of "shotgunning" rather than taking on only large projects; and (3) against confusing instructional development with faculty development. Many of the well-established assumptions currently governing ID in higher education are questioned, and it is argued that reaching a consensus on the issues of instructional development is not as important as

each instructional development program establishing its own priorities and enhancing its own public image. Finally, it is concluded that the nature of the impact of instructional development is not yet known, but that it will be determined by the issues examined in this chapter. A 15-item bibliography is provided. (Author/EW)

ED 292 456 IR 013 208
Bass, Ronald K. And Others
Instructional Development: The State of the Art. Chapter 13.
Pub Date—78
Note—17p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Agents, *Educational Change, *Educational Technology, *Instructional Development, *Instructional Improvement, Professional Development, State of the Art Reviews
Identifiers—*Association for Educational Communications Tech
This discussion of the current state of the art in the field of instructional development includes an integration of the points made by the authors of Chapters 1-12 in the book, "Instructional Development: The State of the Art, Volume I," together with additional material. A discussion of professional organizations, journals, and training programs is presented, and a list of instructional materials for preparatory programs is provided. The issues involved in funding, location of jobs within organizations, and the present state of instructional development within public and higher education are examined, and factors affecting the impact of instructional development on education and industry are identified. A theory of impact is developed, and the impact of the above mentioned issues upon the future of instructional development is discussed in terms of this theory. A 42-item bibliography is provided. (Author/EW)

ED 292 457 IR 013 209
Broadcasting and Telecommunications. Yukon 2000: Toward a Communications Policy. Part I: A Background Paper. Facts, Figures and Definitions and Part II. Policy Options.
Yukon Dept. of Community and Transportation, Whitehorse.
Pub Date—[87]
Note—60p.; Photographs and illustrations may not reproduce.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Broadcast Television, Foreign Countries, *Government Role, *Long Range Planning, Programing (Broadcast), *Public Policy, Radio, *Technological Advancement, *Telecommunications, Telephone Communications Systems
Identifiers—Canada, *Yukon Territory
These two booklets, which describe the current status of communications in the Yukon Territory and consider future policy options, focus on the broadcasting industry, including radio and television, and the telecommunications industry, which comprises telephone, telegraph, and cable systems. The first booklet, a background paper, briefly describes the communications systems currently available and provides information on their services, regulations, costs, and facilities. Four tables, five appendixes of statistical information, and a glossary of terms are included. The second booklet is a discussion paper, which addresses eight components of a comprehensive communications policy: (1) broadcasting; (2) telecommunications; (3) VHF (Very High Radio Frequencies) mobile radio system; (4) federal-provincial-territorial consultation; (5) industry and community liaison; (6) distance education; (7) culture; and (8) technological development. Four policy options which incorporate each of these components are then presented. These options range from maintaining the status quo to defining and implementing policies designed to achieve a much higher level of broadcasting and telecommunications service in the territory. The text is supplemented by photographs, a table summarizing the policy options, and a glossary of terms. (EW)

ED 292 458 IR 013 211
Wilson, G. Robert
Computer-Assisted Registration and Student Statistics Reporting System.
Pub Date—Dec 87
Note—33p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Community Schools, *Computer Software, Keyboarding (Data Entry), *Microcomputers, *Online Systems, Postsecondary Education, Recordkeeping, *School Registration, Secondary Education
Identifiers—BASIC Programing Language, IBM Personal Computer
This report describes the development and evaluation of a computer-assisted, student-interactive registration program that was designed for a community school in southeastern Florida which offers courses in the curricular areas of adult basic education, GED, adult high school, business and office education, home economics, industrial education, marketing, public service, life-long learning, and education for personal improvement. The system was also designed to provide statistical information. Although the median time of 7.25 minutes for adult students to enter data into the system was significantly longer than the 5.3 minute median time for hand entry of data, the total mean registration time was reduced from 14.4 to 14.1 minutes. The shortest individual computer time was 2.35 minutes, and the longest was 25.75, with a 23.4 minute range. The reason for this broad range was a lack of keyboarding skills, especially on the part of older males in manual-skill occupations, and unemployed older females. Responses to a brief online attitude survey were overwhelmingly positive, with 97% of the students reporting that the program was easy to use, they liked it, and they thought that it should be continued. Administrative personnel were similarly positive in their evaluations. The text is supplemented by three figures and four tables, and a four-item bibliography is provided. Five appendices provide survey data and other program information. (Author/EW)

ED 292 459 IR 013 212
Computer Literacy Program: Status Report.
North Carolina State Dept. of Public Instruction, Raleigh. Media and Technology Services.
Pub Date—Jan 88
Note—9p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Literacy, *Computer Uses in Education, Educational Finance, Elementary Secondary Education, *Microcomputers, Needs Assessment, School Districts, *State Aid, State Programs
Identifiers—*North Carolina
The computer literacy and education program described in this brief narrative report was undertaken by North Carolina schools after the General Assembly provided $28.4 million in funding. The goal of the program was to achieve a ratio of one microcomputer for every 50 students to permit 30 minutes of computer access per week for each student. As of June 1987, a ratio of one computer per 23 students had been reached. Additional data are reported in five figures: (1) Computer Awareness Expenditures for 1984-85, 1985-86, and 1986-87; (2) Number of Microcomputers, 1982-1987; (3) Location of Computers; (4) Uses of Microcomputers; and (5) Needs, 1987 and Beyond. (EW)

ED 292 460 IR 013 213
Mehan, Hugh And Others
Computers in Classrooms: A Quasi-Experiment in Guided Change. Final Report.
California Univ., San Diego.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—26 Jun 85
Grant—NIE-6-83-0027
Note—299p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Bilingual Students, *Computer Assisted Instruction, *Computer Literacy, Computer Software, *Curriculum Development, Disadvantaged Youth, Elementary Education, Elementary School Mathematics, *Equal Education, Holistic Approach, *Microcomputers, Programing, Spanish Speaking, Writing Instruction
Identifiers—Education Consolidation Improvement Act Chapter 1
This report describes a curriculum development program designed to address three problems associated with computer use in the schools: underutilization of the computer capabilities by overemphasis on basic skills instruction; stratified access to computers, or inequitable access based on race, sex, or income; and emphasis on teaching computer programming when the skills needed for the workplace are much more diverse. This project involved the systematic introduction of computer curricula in language arts and mathematics to students in grades 2-6. One classroom was part of a designated bilingual program, two others had a number of students who spoke Spanish as a first language, and one was designated as a Chapter 1 classroom. The report is presented in nine chapters: (1) "Introduction" (Hugh Mehan); (2) "The Classrooms" (Marcia Boruta, Ann Marie Newcombe, Marti tum Suden, and Christina Drale); (3) "Microcomputers and Classroom Organization: Some Mutual Influences" (Hugh Mehan); (4) "Some Cognitive and Social Benefits of Peer Interaction on Computers" (Hugh Mehan, Nick Maroules, and Christina Drale); (5) "A Holistic Approach to Computer Literacy" (Hugh Mehan, Margaret M. Riel, Marcia Boruta, Christina Drale, Nick Maroules, and Kim Whooley); (6) "Functional Learning Environments for Writing" (Margaret M. Riel); (7) "Computer Activities in a Bilingual Setting" (Luis C. Moll and Ann Marie Newcombe); (8) "Teaching Problem Solving Strategies" (Marti tum Suden and Robert Rowe); and (9) "Summary and Conclusions" (Hugh Mehan, Luis Moll, and Margaret M. Riel). The text is supplemented by 25 tables, 151 figures, and 103 references. Two appendices contain guidelines for selecting prompts and rubrics for use in teaching writing and a functional computer literacy test. (EW)

ED 292 461 IR 013 214
Harrell, Thomas H.
Designing User-Computer Dialogues: Basic Principles and Guidelines.
Pub Date—87
Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Data Processing, *Design Requirements, Human Factors Engineering, *Man Machine Systems, *Psychological Evaluation, *Psychological Testing
This discussion of the design of computerized psychological assessment or testing instruments stresses the importance of the well-designed computer-user interface. The principles underlying the three main functional elements of computer-user dialogue–data entry, data display, and sequential control–are discussed, and basic guidelines derived from these principles are provided. Finally, the future direction of interface design is considered. Nine references are listed. (EW)

ED 292 462 IR 013 215
Benko de Rotaeche, Anne
The Influence of an Instructional Design upon the Learning of Distance Education Students in Venezuela. ZIFF Papiere 66.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
Pub Date—Aug 87
Note—142p.; Introduction by B. Holmberg.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Comparative Analysis, Developing Nations, *Distance Education, *Educational Media, Foreign Countries, Higher Education, *Instructional Design, Instructional Effectiveness, *Intermode Differences
Identifiers—*Venezuela
The purpose of this study was to determine whether the variables found to influence learning in laboratory settings were able to produce effective student achievement when utilized in Venezuelan distance education. Three versions of the same instructional content were employed, and 42 volunteer college students were randomly assigned to three experimental groups. Group 1 received a text in which such instructional aids as objectives, advance organizers, and exercises were interspersed with the reading material; Group 2 received the same content, but the text and aids were separated; and Group 3 received only the text materials. A posttest-only design was employed. It was found

that Group 1 performed at a significantly higher level in the posttest than Group 3. Organization, condensation, and content that meets the needs of an adult learner were found to be the factors in the study materials that were most effective for these students. There was also evidence that different versions stimulated different learning activities and that higher achievement was obtained when the instructional aids were taken into account. Although all students obtained the lowest scores on items requiring deep processing, Groups 1 and 2 obtained higher mean scores than Group 3; the deepest levels were attained by subjects who reported that they had applied the study techniques recommended in the instructional material. The text is supplemented by 14 tables, 1 figure, and 80 references. Three appendices provide copies of materials used in the study, and a fourth presents a commentary on the study's methodology by R. Schuemer together with a reply by the author. (Author/EW)

ED 292 463 IR 013 216
Frost, William J. And Others
Interactive Video Disc Orientation Documentation.
Bloomsburg Univ., PA. Harvey A. Andruss Library.
Pub Date—[87]
Note—58p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Libraries, Computer Software, Flow Charts, Higher Education, *Interactive Video, *Library Instruction, Library Services, *Material Development, *Orientation Materials, Scripts, *Videodisks
This report provides the documentation for a proposed interactive videodisk to be produced for use in orienting freshman students to the Harvey A. Andruss Library of Bloomsburg University (Pennsylvania). A rationale for the project and a plan of action are followed by a production time line and tentative program outline. An outline of the library orientation program indicates the topics to be covered, including building facilities, the various types of resources in the library collections, library services, and policies. A set of flowcharts for the project is also provided, and a video-computer-audio script for the videodisk recording concludes this report. (EW)

ED 292 464 IR 013 217
Beentjes, Hans W. J.
Mental Effort and Perceptions of TV and Books: A Dutch Replication Study Based on Salomon's Model of Learning.
Pub Date—Sep 87
Note—19p.; Paper presented at the European Conference for Research on Learning and Instruction (2nd, Tubingen, West Germany, September 19-22, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Books, *Cognitive Processes, Comparative Analysis, Developed Nations, Foreign Countries, Hypothesis Testing, *Independent Reading, Junior High Schools, Junior High School Students, Learning Strategies, *Models, Reading Comprehension, Self Esteem, *Student Attitudes, *Television Viewing
Identifiers—*Amount of Invested Mental Effort, Israel, *Netherlands, United States
This comparison of students' learning from reading books and from watching television uses Gavriel Salomon's model of learning effects, which is based on the amount of mental effort invested (AIME) in a medium as determining how deeply the information from that medium is processed. Mental effort, in turn, is predicted to depend on two perceptions with respect to the medium: perceived demand characteristics, and perceived self-efficacy. The subjects were 140 Dutch eighth graders whose test results were compared with those of a study done in the United States. The data showed that Dutch children, like American children, invest more mental effort in reading books than in watching television, and have lower perceived demand characteristics for television than for books. In contrast to American children, Dutch children did not perceive themselves to be more efficacious in learning from television. When measuring mental effort and perceived self-efficacy, the data for the Dutch children produced nonsignificant (negative) correlations for both media, while the data for American children correlated positively for books and negatively for television, which they regarded as the "easy medium." The results from both studies are also compared to a similar study undertaken in Israel. The text is supplemented with three tables, four figures, and a 10-item bibliography. (EW)

ED 292 465 IR 013 218
Carroll, John M., Ed. Olson, Judith Reitman, Ed.
Mental Models in Human-Computer Interaction. Research Issues about What the User of Software Knows. Workshop on Software Human Factors: Users' Mental Models (Washington, District of Columbia, May 15-16, 1984).
National Academy of Sciences - National Research Council, Washington, D.C.
Pub Date—87
Note—53p.
Available from—Committee on Human Factors, Commission on Behavioral and Social Sciences and Education, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.
Pub Type— Collected Works - Proceedings (021) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cognitive Processes, Computer Software, *Computer System Design, Human Factors Engineering, *Knowledge Level, *Man Machine Systems, *Models, Performance Factors
Identifiers—*Computer Users, *User Characteristics
This report incorporates a literature review, a workshop paper, and discussion by workshop participants on the current status of research on what the users of computer systems know, and how these different forms of knowledge fit together in learning and performance. It is noted that such research is important to the problem of designing systems and training programs so that they are easy to use and the learning is efficient. Topics addressed include: (1) the development of mental models to describe the stored knowledge of users of computer systems and ways in which that knowledge is used to determine their behavior; (2) types of representations of the user's knowledge, including simple sequences and mental models (surrogates, metaphor models, glass box models, and network representations of the system); (3) how the users' knowledge affects the performance of both novices and experts; and (4) the application of what is known of the user's knowledge to practical problems in designing interfaces and in training users. A listing of 11 recommendations for further research concludes the report, and 90 references are given. (EW)

ED 292 466 IR 013 219
Comstock, George Paik, Hae-Jung
Television and Children: A Review of Recent Research.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-12-0
Pub Date—87
Contract—400-85-0001
Note—71p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-71; $6.50 plus $1.50 shipping and handling).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Adolescents, *Behavior Patterns, *Children, Elementary Secondary Education, Opinions, Television Commercials, *Television Research, *Television Viewing, Time Management, *Violence
This review of recent empirical research on the effects of television on children and teenagers begins by examining the results of two surveys which were conducted to determine the opinions of experts in the field. A brief statement of the findings indicates that experts generally agree that television harms formal scholastic achievement while providing general knowledge; that it has contributed to misperceptions about sex roles, ethnic groups, and politics; that it has increased aggressive behavior; and that it has increased the degree to which children behave as consumers. Empirical evidence is then examined to determine whether or not this evidence supports what the experts say. Seven areas are considered: (1) time use (the time children spend watching television); (2) the viewing experience; (3) knowledge, beliefs, and perceptions (defined as a wide range of cognitions that television may influence among children and teenagers); (4) viewing's impact on violence and sex roles; (5) scholastic achievement; (6) advertising; and (7) behavior (the physical actions and sequences of physical action that arguably could be said to be influenced by television). It is noted that there is a large, if varied, body of empirical evidence now available on this topic which variously supports, qualifies, calls into question, or has little to say about the opinions of the experts. On the whole, it is concluded that, although the research to date is highly informative in many respects, it is only moderately informative about the accuracy of the experts. (There are 249 references.) (EW)

ED 292 467 IR 013 220
Maher, Thomas G.
Television-Centered, Instructional Delivery Systems: Costs and Case Studies. A Review of Research.
Pub Date—1 Jun 82
Note—20p.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Cable Television, Case Studies, Communications Satellites, *Continuing Education, *Costs, *Distance Education, *Educational Television, Higher Education, Models, *Television Research, Videodisks, Videotape Recordings
Identifiers—Instructional Television Fixed System
This paper reviews the post-1975 research on the capacities, logistics, and costs of the various delivery technologies used in educational television, and details case studies of television-centered operations, particularly in relationship to adult learners. The paper begins with a section on general definitions and the capacities of various delivery technologies. The next section describes cost methods and model systems, and includes a discussion of the general cost of telecourse program production. A review of case studies of individual technologies is then presented, followed by a separate discussion of those studies that use a mix of television delivery systems. A final section suggests directions for future research. The systems that are examined are the broadcast technologies of open broadcasting, instructional television fixed service (ITFS), and satellites; cable distribution, both one way and interactive; and copy systems using open reel and cassette videotape and videodiscs. Sixty references are listed. (EW)

ED 292 468 IR 052 314
Performance Appraisal in Research Libraries. SPEC Kit 140.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date—Jan 88
Note—114p.; For an earlier SPEC Kit on this topic, see ED 251 108.
Available from—Association of Research Libraries, Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, DC 20036 ($20.00 prepaid).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Libraries, *Evaluation Criteria, *Evaluation Methods, Faculty Promotion, Higher Education, Job Performance, Library Administration, *Library Personnel, *Library Standards, Merit Rating, Peer Evaluation, *Personnel Evaluation, Professional Development, Research Libraries, Tenure
This kit and flyer produced by the Systems and Procedures Exchange Center of the Association of Research Libraries provides documents submitted by 14 universities that are used in the performance evaluation of professional library staff. Commentary based on a thorough review of documents submitted by 60 libraries includes an overview of the responses; a discussion of criteria used in making qualitative judgments; appraisal materials and guidelines used; peer and merit increase review; and trends and issues. Tabulated survey results are followed by documents arranged in three categories: (1) Overviews of Procedures–University of California at Los Angeles, Texas A&M University, University of Oregon, University of Notre Dame, Northwestern

University, Massachusetts Institute of Technology, and Virginia Polytechnic Institute and State University; (2) Peer Review–University of Illinois at Urbana-Champaign, University of Kansas, and University of North Carolina at Chapel Hill; (3) Merit Increase Review–University of California at Riverside, University of Illinois at Urbana-Champaign, Stanford University, Southern Illinois University at Carbondale, and Kent State University. A number of the documents include copies of forms used in the evaluation process, and a 10-item bibliography is provided. (EW)

ED 292 469 IR 052 316
Harger, Elaine And Others
The Preservation of Library Materials: A CUL Handbook. Guidelines and Procedures. 4th Edition.
Columbia Univ., New York, N.Y. The Libraries.
Pub Date—Mar 87
Note—117p.; For the second edition, see ED 212 258.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Books, College Libraries, Higher Education, *Library Collections, *Library Materials, *Library Technical Processes, *Microreproduction, *Preservation
Identifiers—*Book Binding, Book Preservation, Book Storage, Deterioration (Books)
This handbook is designed to assist library staff in implementing preservation programs, including first-time binding for pamphlets, monographs, and serials; rebinding; protective housing for deteriorated materials; replacement; and preservation microfilming. Services available from both commercial and in-house sources are described and guidelines are provided for their use. Services offered by the library to non-library customers are also described, and notes on preservation include tips on the proper shelving of books and the cleaning of books and stack areas, as well as suggestions for consciousness-raising among patrons with regard to book preservation. Appended materials include a copy of the Columbia University Libraries Preservation Policy, information on reprographic services and copies of the order form; and copies of preservation training session handouts. The text is supplemented by charts, forms, and illustrations. (EW)

ED 292 470 IR 052 317
Smart, Patricia
The Secondary School Library: Dukedom Large Enough?
New Zealand Council for Educational Research, Wellington.
Report No.—ISBN-0-908567-40-5
Pub Date—85
Note—89p.; Studies in Education No. 38. Photographs will reproduce marginally.
Available from—New Zealand Council for Educational Research, P.O. Box 3237, Wellington, New Zealand (NZ $15.95).
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Foreign Countries, Library Facilities, Library Instruction, *Library Personnel, *Library Role, *Library Skills, *School Libraries, School Surveys, Secondary Education, Secondary School Students, Secondary School Teachers, *User Needs (Information)
Identifiers—*New Zealand
Nine secondary school libraries in New Zealand were examined to determine how often and how well students and teachers were using the library resources available to them. Both teachers and students were surveyed concerning their use of the library, the library skills they thought to be important, and their perceptions of the function of the librarian, library assistant, or teacher in the library. Based on the survey results and personal observations, it is concluded that school libraries in New Zealand suffer from the fact that many of them are being run by library assistants without professional training or teacher-librarians whose time is limited by other obligations. Suggestions for improvement include greater emphasis on inservice training for both teachers and library assistants, a shift in emphasis from the library as a teaching space to the library as a resource center, promotion of reading for pleasure and the development of reading lists and displays, and more supervision of library assistants in individual school libraries. The text is supplemented by photographs and tables, and two appendices detail the main characteristics of each library, including library staff and collections, and a summary of the students' responses to the questionnaire. A 26-item select bibliography is provided as well as 15 references. (EW)

ED 292 471 IR 052 319
Leavy, Marvin D.
Subject Access to Books in the Social Sciences: A Public Services Viewpoint.
Pub Date—2 Oct 86
Note—14p.; Revised version of a paper presented at the Annual Conference of the Kentucky Library Association (Louisville, KY, October 2, 1986).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, *Access to Information, Anthropology, *Comparative Analysis, Higher Education, *Indexing, *Online Catalogs, *Online Searching, *Search Strategies, Social Work, Sociology, Subject Index Terms, User Needs (Information)
Identifiers—*Library of Congress Subject Headings, Western Kentucky University
Expected Library of Congress Subject Headings (LCSHs) and assigned LCSHs for 161 books requested by faculty in sociology, anthropology, and social work were compared to gauge the likely success of an online subject catalog search for those works. For 80% of the titles checked, inspection of the ninth edition of "Library of Congress Subject Headings" resulted in successful access. Subject searching was more effective for social work titles than for works in anthropology or sociology. Analysis of the comparisons expected with actual LCSHs revealed three types of subject access problems that could be addressed in online catalogs with the use of keyword-in-title, combinatorial, and cross-referenced features. The data also showed that shelf browsing in these three social science fields would not be a systematic or reliable way in which to locate desired books. (There are 14 references.) (Author/EW)

ED 292 472 IR 052 320
Buchholz, James L.
Implementing and Evaluating a Bibliographic Retrieval System for Print and Non-Print Media Materials.
Pub Date—87
Note—185p.; Doctor of Arts Major Field Project, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Bibliographic Databases, *Cataloging, Cost Effectiveness, Elementary Secondary Education, Information Retrieval, *Library Materials, *Library Technical Processes, Literature Reviews, Media Specialists, Nonprint Media, *Optical Data Disks, Program Effectiveness, School Districts, *School Libraries, School Surveys, Users (Information)
Identifiers—BiblioFile Intelligent Catalog
This document summarizes the selection, configuration, implementation, and evaluation of BiblioFile, a CD-ROM based bibliographic retrieval system used to catalog and process library materials for 103 school centers in the Palm Beach County Schools (Florida). Technical processing included the production of spine labels, check-out cards and pockets, and catalog sets for both print and nonprint media by the school district's Department of Instructional Support Services. Initiation of the study resulted from a need for existing support personnel to catalog and process ever-increasing numbers of library books and amounts of audiovisual materials for a large and fast-growing school district. Included are a profile of the department; a comprehensive review of the related literature; and a detailed presentation of the procedures followed during the selection, configuration, and implementation stages of the project. The evaluation of the newly implemented system for end-user effectiveness via an eight-item survey of 103 district media specialists is described, as well as a time-cost study of the administrative system which compared the productive capability of the system with previously employed manual methods. Pertinent data and implications resulting from the survey and the time-cost study are discussed in detail. The final system configuration and a revised set of cataloging and processing procedures are appended. (Author/CGD)

ED 292 473 IR 052 321
Censorship: A Lengthy History, a Continuing Battle [and] Resource List of Censorship-Related Materials.
American Society of Journalists and Authors, Inc., New York, NY.
Pub Date—Mar 87
Note—8p.
Pub Type— Historical Materials (060) — Opinion Papers (120) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advocacy, *Censorship, *Civil Liberties, *Constitutional Law, Disclosure, *Freedom of Information, *Freedom of Speech, Information Dissemination, Information Sources, *Intellectual Freedom, Privacy
The first of two parts of this document presents a statement from the American Society of Journalists and Authors which briefly traces the history of censorship from the fourth century B.C. to the present. The second part is a list of resources on censorship and censorship-related materials that are available from the following First Amendment advocacy organizations: (1) the American Civil Liberties Union; (2) American Library Association; (3) Americans for Constitutional Freedom; (4) National Coalition against Censorship; (5) Ohio Educational Library/Media Association; (6) Penthouse/Omni; and (7) People for the American Way. Brief descriptions are provided of the materials available from each of these organizations as well as ordering information. (Author/CGD)

ED 292 474 IR 052 322
Amen, Kathy
Guide to Access: Government Documents. Academic Library Guide. Government Documents Series Number 1.
Saint Mary's Univ., San Antonio, Tex.
Pub Date—86
Note—9p.; For other guides in this series, see IR 052 323-325.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, College Libraries, Depository Libraries, *Government Publications, Higher Education, Information Seeking, *Information Sources, Library Catalogs, Library Collections, *Reference Materials
This document is the first of four in a series of guides to the government documents collection in the academic library at St. Mary's University (San Antonio, Texas); the library has been a selective depository for U.S. Government publications since 1964. The guide describes the document collection in general, including the nature of the collection, the use of Superintendent of Documents classification numbers to organize the collection, its location in the library, and various ways to access the collection. The points of access described are the public catalog; special indexes, i.e., Monthly Catalog, American Statistics Index, Congressional Information Service Index, and Index to U.S. Government Documents; and two special access aids–the Publications Reference File, a microfiche document that is updated bi-monthly, and Subject Bibliographies, a series of more than 300 lists of documents in different subject areas. (CGD)

ED 292 475 IR 052 323
Amen, Kathleen L.
Congress, Laws, and Regulations: Government Documents. Academic Library Guide. Government Documents Series Number 2.
Saint Mary's Univ., San Antonio, Tex.
Pub Date—88
Note—10p.; For other guides in this series, see IR 052 322-325.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Libraries, Depository Libraries, *Government Publications, Higher Education, Information Seeking, *Information Sources, *Laws, Library Collections, Library Guides, *Reference Materials
This document is the second in a series of four guides to the government documents collection in the academic library at St. Mary's University (San Antonio, Texas); the library has been a selective depository for U.S. Government publications since 1964. Focusing on congressional publications pertaining to laws and regulations, this guide describes the nature of the collection, its library location, methods of access, and particular types of congres-

sional publications included in the collection, i.e., Hearing and Committee Prints, the Serial Set, the Congressional Record, Journals (the proceedings of the House and Senate), and miscellaneous congressional publications. The classification of bills is briefly explained, as well as the U.S. Code and the shelving of laws. Sources which regularly describe legislation and are good places to look for summaries and numbers of laws and bills are then listed, and descriptions of sources of information on regulations conclude this guide. (CGD)

ED 292 476 IR 052 324
Amen, Kathleen L.
Publications of the Census Bureau. Academic Library Guide. Government Documents Series Number 3.
Saint Mary's Univ., San Antonio, Tex.
Pub Date—[87]
Note—14p.; For other guides in this series, see IR 052 322-325.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Census Figures, College Libraries, *Demography, Depository Libraries, *Government Publications, Higher Education, Information Seeking, *Information Sources, *Reference Materials
This document is the third of four in a series of guides to the government documents collection in the academic library at St. Mary's University (San Antonio, Texas); the library has been a selective depository for U.S. Government publicatins since 1964. This guide provides a description of the Census Bureau publications available in the library's documents collection, including documents on the census of population and housing, economic censuses, the census of agriculture, the census of governments, compendia, important serial publications, and international information. The final section discusses aids to the access and use of these library census materials, including specialized guides and indexes. (CGD)

ED 292 477 IR 052 325
Amen, Kathleen L.
Guide to U.S. Documents in Science and Technology. Academic Library Guide. Government Documents Series Number 4.
Saint Mary's Univ., San Antonio, Tex.
Pub Date—88
Note—21p.; For other guides in this series, see IR 052 322-324.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Libraries, Depository Libraries, *Government Publications, Information Seeking, *Information Sources, *Reference Materials, *Scientific and Technical Information
This document is the fourth of four in a series of guides to the government documents collection in the academic library at St. Mary's University (San Antonio, Texas); the library has been a selective depository for U.S. Government publications since 1964. Focusing on the scientific and technical documents that are available in the library's documents collection, this guide is divided into seven broad subject areas: (1) General and Interdisciplinary Sources; (2) History of Science and Technology; (3) Life Sciences; (4) Health Sciences; (5) Earth Sciences; (6) Astronomy; and (7) Engineering. Within each subject area, arrangement of documents is by type of publication, such as bibliographies, statistics, and indexes. It is noted that, in collecting these documents, the library focuses on subject areas and levels of treatment that support university curricula, and that special attention is paid to major series collected by the library in each subject area. (CGD)

ED 292 478 IR 052 326
Library Programs. LSCA Programs: An Action Report.
Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Note—183p.
Pub Type— Collected Works - General (020) — Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adult Programs, Computer Assisted Instruction, *Disabilities, English (Second Language), Federal Aid, *Institutionalized Persons, Interlibrary Loans, *Library Services, *Literacy Education, Microcomputers, *Public Libraries, *Resource Centers, Shared Library Resources, State Programs, Teaching Methods, User Needs (Information)
Identifiers—*Library Services and Construction Act
The seven narrative reports featured in this publication detail the accomplishments, in seven key areas, of State Grant Programs (Titles I, II, and III) funded by the Library Services and Construction Act (LSCA). These descriptions of state and local library activities, demonstrating how libraries are meeting a variety of users' needs, are: (1) "Meeting the Literacy Challenge from a Federal Perspective" (Adrienne Chute); (2) "Library Services to the Blind and Physically Handicapped" (Clare De Cleene); (3) "Library Services to the Handicapped" (including the mentally retarded, hearing or speech impaired, emotionally disturbed, orthopedically impaired, or otherwise health impaired) (Clare De Cleene); (4) "Library Services to the Institutionalized" (including residents in state hospitals and correctional institutions) (Trish Skaptason); (5) "Library Services through Major Urban Resource Libraries and Metropolitan Public Libraries Which Serve as National or Regional Resource Centers" (Clarence Fogelstrom); (6) "Public Library Construction" (Donald Fork); and (7) "Interlibrary Cooperation and Resource Sharing" (Dorothy Kittel). The appended additional details and/or statistics for five of the seven reports include brief descriptions of individual projects in each of the states. The appendixes make up more than half of the document. (CGD)

ED 292 479 IR 052 327
Automating Wisconsin Libraries. Report of the Council on Library and Network Development to the State Superintendent of Public Instruction. Bulletin No. 8100.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date—Sep 87
Note—94p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Advisory Committees, *Bibliographic Databases, Bibliographic Utilities, *Government Role, *Library Automation, *Library Planning, Machine Readable Cataloging, Needs Assessment, Optical Data Disks, *Policy Formation, Shared Library Resources, State Agencies, State Programs
Identifiers—*OCLC, *Wisconsin
This report from the governor-appointed Council on Library and Network Development (COLAND), which makes recommendations for updating the Wisconsin Department of Public Instruction's library automation policy, comprises a summary of the council's recommendations and 14 issue papers. These papers, which make up the major part of the report, are concerned with: (1) the role of the Division for Library Services (DLS) in bibliographic database development in the state; (2) the relationship between the Wisconsin Catalog (WISCAT) database and OCLC (the Online Computer Library Center) database; (3) systems for adding MARC records and library holding information to WISCAT; (4) quality control in WISCAT; (5) forms in which WISCAT should be produced and how it should provide access to information; (6) the format of WISCAT output; (7) agencies responsible for funding WISCAT; (8) how interlibrary loan should be automated; (9) the role of DLS in automating small libraries; (10) the role of DLS in funding and providing access to online database services; (11) the role of the public library system in planning and implementing automation at the area and local levels; (12) whether DLS should support remote access mechanisms for use with automated library systems; (13) whether DLS should support linking mechanisms between automated library systems; and (14) how DLS should cooperate with academic and special libraries in the area of library automation. Each issue paper includes the council's recommendations for that area, and cost analysis scenarios for issues 5 and 7 are appended. (CGD)

ED 292 480 IR 052 328
Long-Range Plan for Library Services in Wisconsin, 1987-1992. Bulletin No. 8169.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date—Nov 87
Note—57p.; For LSCA information and guidelines, see IR 052 329.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Federal Aid, Government Role, *Library Services, *Long Range Planning, *Public Libraries, Shared Library Resources, State Agencies, *Statewide Planning
Identifiers—Library Development, *Library Services and Construction Act, *Wisconsin
This report addresses the status of library development in Wisconsin, the needs and problems of libraries, and possible ways of meeting these needs over the next 5 years. These long-range plans developed by the staff of the Division for Library Services (DLS) reflect reports submitted to DLS, surveys, consultations with librarians and trustees, and various statewide planning efforts and studies involving librarians from around the state. The primary focus of the plan is on statewide and state-level library activities, DLS statutory requirements and services, and the Library Services and Construction Act (LCSA) priorities. Intended to provide a broad framework for DLS and statewide planning activities, as well as a framework for local library planning efforts, the long-range plan is presented in three sections: (1) characteristics of Wisconsin affecting library services, including population, economic indicators, and trends in education; (2) a statement of the organization and mission of the Division for Library Services; and (3) goals for library service in Wisconsin in the areas of resource sharing, legal access, improving services, special needs, state institutions, and physical facilities. A list of selected LSCA policies and procedures is also provided, as well as a list of 116 LSCA projects approved for July 1, 1987-June 30, 1988. These projects are listed by category and the information provided includes the project number, the applicant, the project title, the amount of funding, and the project administrator. (CGD)

ED 292 481 IR 052 329
LSCA Information and Guidelines for Wisconsin, 1988-89. Bulletin No. 8160.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date—Nov 87
Note—40p.; For the current LSCA plan report, see IR 052 328.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advisory Committees, *Federal Aid, Financial Support, *Government Role, *Grants, Guidelines, *Library Planning, *Public Libraries, State Programs
Identifiers—*Library Services and Construction Act, *Wisconsin
Produced by the Wisconsin Department of Public Instruction's Division for Library Services (DLS) for use by applicants for Library Services and Construction Act (LSCA) grants, this guide describes the funding categories and priorities, requirements and criteria by which grants are rated, and the grant review and award process. Recommendations of both the LSCA Advisory Committee and the DLS staff are reflected in these guidelines, as well as changes in federal funding levels and state priorities as indicated in the companion volume, "Long-Range Plan for Library Services in Wisconsin 1987-1992." This manual provides a summary of the procedures for applying for an LSCA grant; a legislative chronology of LSCA; an outline of the six titles of LSCA and the purpose(s) of each title; a description of LSCA grant program eligibility; a summary of the projected LSCA budget for 1988-89; a description of the LSCA Advisory Committee membership requirements, functions, and responsibilities; a listing of members of the LSCA Advisory Committee; a list of DLS staffmembers who can assist with grant ideas and applications procedures; the LSCA Title I and Title III schedules for 1988-89; the LSCA Title II schedule for 1988-89; and descriptions of grant categories for 1988-89, the grant process and procedures, and policy on conflict of interest. The appendix contains forms that are used for LSCA programs. (CGD)

ED 292 482 IR 052 330
Dahlgren, Anders C.
Public Library Space Needs: A Planning Outline. Bulletin No. 8210.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date—88

Note—28p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Design Requirements, *Facility Expansion, *Facility Improvement, Human Factors Engineering, Interior Space, *Library Facilities, Needs Assessment, *Public Libraries, *Space Utilization, Work Environment, Worksheets

This nine-step outline is designed for use by librarians and library trustees in obtaining a general estimate of their library's space needs and for initiating a more comprehensive, detailed facilities planning process. Identifiable spatial requirements to be assessed include space for collections, user seating, staff work, meetings, special use, and nonassignable space. These space needs are based on what must be housed in a library in order to serve its community adequately. Guidelines are then given for projecting future needs based on space requirements, and for translating the results of service assumptions into space needs. Examination of the library structure also reveals other areas of need/concern, such as improvement of energy efficiency; condition of the heating, ventilating, and air-conditioning system; accessibility to the handicapped; adaptability to future library technologies; and overall effectiveness of the work flow. Work space is provided throughout the text for calculations and notes, as well as sample floor plans and examples which illustrate how to make certain calculations. Appended materials include a list of representative types of special use space and a space needs worksheet. Twelve references are listed. (CGD)

JC

ED 292 483 JC 880 093
Graduate Placement Report Annual Summary, 1987. New Hampshire Technical Institute and New Hampshire Vocational-Technical College.
New Hampshire State Dept. of Postsecondary Vocational-Technical Education, Concord.
Pub Date—[88]
Note—14p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Graduates, College Transfer Students, Continuing Education, Education Work Relationship, *Employment Patterns, *Job Placement, Migration, Outcomes of Education, Residential Patterns, Salaries, State Colleges, State Surveys, *Technical Institutes, Two Year Colleges, *Two Year College Students, *Vocational Education, Vocational Followup
Identifiers—*New Hampshire

In 1987, 998 seniors graduated from the New Hampshire Technical Institute and the six New Hampshire Vocational-Technical Colleges (NHVTC's). Of these graduates, 81% were employed, 11% were continuing their education, 2% were not seeking employment, and 4% were seeking employment. Of the 763 graduates employed full time, 96% were employed in their college major or in a related field, 85% were employed in New Hampshire, and 93% commuted to work from their home town. The average full-time starting salary for all graduates reporting salaries was $17,468, representing a 6% increase over the previous year. This annual placement report provides institutional data on the number of graduates in each program, the numbers employed full and part time, the number continuing their education, the number entering military service, the numbers seeking and not seeking employment, and the number whose status was unknown. In addition, the report provides information on the four-year institutions to which graduates transferred; a breakdown of salaries by type of degree, majors, and individual health fields; a list of the employers who hired 1987 graduates; and a list of placement officers. (EJV)

ED 292 484 JC 880 094
Losak, John, Ed.
Applying Institutional Research in Decision Making. New Directions for Community Colleges, Number 56.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-981-5
Pub Date—86
Contract—OERI-400-83-0030
Note—120p.
Journal Cit—New Directions for Community Colleges; v14 n4 Win 1986
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Administration, *College Planning, Community Colleges, *Decision Making, Evaluation Utilization, *Institutional Research, Marketing, Program Evaluation, Research Administration, Research Needs, *Research Utilization, School Effectiveness, Two Year Colleges

This collection of essays by current or former directors of institutional research represents the broad spectrum of size, function, and geography within institutional research in the two-year college. The volume contains: (1) "The Role of Institutional Research in Evaluation of Nontraditional Programs: College Preparatory Analysis at Miami-Dade Community College," by Cathy Morris and John Losak; (2) "The Student Information Questionnaire as a Management Tool for Community College Planning," by Judith Moss; (3) "The Impact of Enrollment Research on Marketing Decision Making and Class Offerings," by Gary Rankin; (4) "Strategic Management via Institutional Research," by P. Anthony Zeiss; (5) "Assessment of Institutional Effectiveness," by Kay McCullough Moore; (6) "Institutional Research and Assessment of the External Environment," by Warren Groff; (7) "Campus Leadership: Managing and Marketing through an Effective Institutional Research Program," by J. Terence Kelly and Ann M. Otto; (8) "Meeting the Challenge of Change: An Opportunity for Research in the Community College," by Edith H. Carter; and (9) "Sources and Information: Institutional Research at the Community College," by Diane Zwemer. (UCM)

ED 292 485 JC 880 095
Brawer, Florence B.
Community College Students in the Fine and Performing Arts. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-1
Pub Date—Jan 88
Contract—RI-88-062002
Note—6p.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age, College Curriculum, Community Colleges, Courses, *Fine Arts, *Majors (Students), Minority Groups, *Occupational Aspiration, *Student Characteristics, Student Educational Objectives, Student Motivation, *Theater Arts, Two Year Colleges, *Two Year College Students
Identifiers—*ERIC Digests

The fine and performing arts have long been a part of the two-year college curriculum, though the organizational structures of the colleges have afforded these courses limited visibility and widely varying roles within the curriculum. In 1987, a study was conducted by the Center for the Study of Community Colleges to determine the goals and characteristics of the students who participate in the fine and performing arts at community colleges. Study findings, based on responses from 1,079 students, included the following: (1) half of the arts students were aged 21 or younger; (2) 38% were employed for more than 20 hours per week; (3) 7.1% of the students were Hispanic, 4.0% were Black, and 3.3% were Asian; (4) 52% of the students were attending the community college "to prepare for transfer," 18% "to gain skills necessary to enter a new occupation," and 22% "to satisfy a personal interest"; (5) in comparison to a national sample of students taking all types of courses, the arts students were younger, more likely to be attending college to prepare for transfer or for their own personal interest, considerably less likely to be Black, and more likely to indicate that their experiences at college had affected them positively; and (6) though only a small percentage of students had been involved professionally with the arts before college, 38% expected that they would be deriving a significant portion of their income from a career in the arts within 5 years. (EJV)

ED 292 486 JC 880 102
Brawer, Florence B.
Assessing Student Goals and Outcomes.
Pub Date—25 Mar 88
Note—16p.; Paper presented at the Maryland Dean's Meeting (Arnold, MD, March 25, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Evaluation Criteria, *Evaluation Methods, *Outcomes of Education, *Research Methodology, School Surveys, Student Characteristics, *Student Educational Objectives, Student Needs, Two Year Colleges, *Two Year College Students

In the case of community colleges and their students, expectations and outcomes are varied, pervasive, and open to question. The measures of success that are typically applied to senior colleges (e.g., degrees awarded) are not sufficient. While progress toward degree attainment is a valid measure for those recent high school students who aspire to the baccalaureate, it is not adequate for the one-third of the community college students who seek skills enabling them to gain immediate employment, or the 15% who seek retraining or relicensure, or the 15% who take courses only for their personal interest. Clearly different measures must be applied to account for the institutional effects on these various groups. Estimating the college's contribution to its students requires that the students' reasons for matriculating be known. It cannot be assumed that all students in transfer courses want to transfer or that all students in vocational classes want to obtain employment. The only way to determine the primary reasons for students attending college is to ask them in a specific and immediate, rather than a global and open-ended, way. Once the students' goals are determined, efforts can be made to determine whether those goals are being achieved. (UCM)

ED 292 487 JC 880 113
Moench, Charles
Iowa System of Merged Area Schools.
Iowa State Dept. of Education, Des Moines.
Pub Date—Apr 88
Note—20p.; Updated copy of paper initially prepared in 1987 as the "Iowa Narrative: Information for National State Community College Systems Information Project."
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, College Programs, Community Colleges, Degrees (Academic), *Educational Finance, *Educational History, *Enrollment, Expenditures, Full Time Equivalency, Governance, Regional Schools, State Colleges, State Surveys, Two Year Colleges, Two Year College Students
Identifiers—*Iowa

An overview is provided of the organization, history, governance, finances, programs, and enrollment of the merged area schools in Iowa, a statewide system of 15 public two-year postsecondary educational institutions. The first section describes the state's two-year college system and its legislatively mandated mission. The next section reviews the 70-year history of the area schools, focusing on legislative influences, enrollment trends, fiscal considerations, changes in mission, and cooperative and economic development activities. After examining the governance structure of the system and outlining the role and responsibilities of the local boards of directors and the State Board of Education, the report offers information on the four major sources of revenue for the system: tuition and fees, local taxes, state general aid, and reimbursement programs. In addition, expenditures by function and category are reviewed for fiscal year 1987, and the new foundation formula for funding area colleges is explained. The next section looks at the comprehensive curricula offered by the colleges in the areas of adult basic education and high school completion courses, continuing and general education courses, supplementary vocational courses, college-parallel arts and sciences courses, preparatory vocational programs, special needs programs, customized training programs, programs for secondary school students, avocational and recreational courses, and programs for institutionalized individuals. This section also reviews the degrees and awards offered by the colleges. The final section offers a breakdown of enrollments in area colleges, reported as headcounts and full-time equivalents. (EJV)

ED 292 488 JC 880 114
Livieratos, Barbara B.
Highlights of the Survey of Employers of 1985 Howard Community College Graduates. Research Report Number 50.
Howard Community Coll., Columbia, Md.
Pub Date—Feb 88
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Graduates, Community Colleges, Community Surveys, Education Work Relationship, *Employer Attitudes, Followup Studies, *Job Performance, *Job Skills, Outcomes of Education, Program Effectiveness, Two Year Colleges, Two Year College Students, *Vocational Education, Vocational Followup
A study was conducted at Maryland's Howard Community College (HCC) to examine employers' views of the job readiness and vocational preparation of HCC graduates. The study sample included 55 employers of 1985 HCC graduates who agreed to have their employer contacted. The nursing program had the highest representation in the study sample, which included nine employers of nursing graduates. Study findings, based on a 53% response rate (N=29), included the following: (1) 96% of the responding employers rated the graduates as adequate or more than adequate in the performance of job skills; (2) 93% of the employers felt the graduates were able to learn new techniques and work well with others; (3) 89% thought that graduates' communication with superiors was adequate or more than adequate; (4) the quality of the work produced by the graduates was rated as good or very good by 89% of the respondents; (5) the work attitude of the graduates was rated as good or very good by 92% of the employers; (6) 92% of the employers rated the vocational training received by the graduates as good or very good; and (7) 100% of the employers indicated that they would hire another HCC graduate. A list of HCC research publications is included. (EJV)

ED 292 489 JC 880 115
Platt, Chet Secord, Debra A.
Coastline Community College World Trade Center Institute Business and International Education Program. Final Performance Report: A Summary.
Coastline Community Coll., Fountain Valley, Calif.
Spons Agency—Department of Education, Washington, DC.
Pub Date—87
Note—70p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Business Administration, *Business Education, Community Colleges, Credit Courses, Curriculum Evaluation, *Educational Needs, Employer Attitudes, Facilities, *International Trade, *Needs Assessment, Noncredit Courses, Occupational Surveys, Program Descriptions, *Program Development, Relevance (Education), Student Attitudes, Two Year Colleges, Workshops
Identifiers—*International Business Education
Under a Title VI-B grant, California's Coastline Community College (CCC) conducted a needs assessment survey establishing a database of international training needs, developed five courses and 10 workshops in international business, and formed the World Trade Center Institute (WTCI). This report provides information on the activities and accomplishments of CCC's Business and International Education Program. After reviewing the project's goals, the report examines the results of a survey conducted to determine what international business programs existed in local educational institutions, the types of students being served, and the training needs of businesses engaged in international trade. The next section of the report focuses on the development of CCC's credit and non-credit curricula for international business education. Finally, future prospects for the program are discussed. Appendixes which form the greater part of the document provide: (1) a list of the members of the project's advisory committees; (2) a description of CCC and the World Trade Center Association of Orange County; (3) the survey instruments and results; (4) a list of fall 1987 credit course offerings; (5) an "International Business Education and Training Directory," which contains information about credit classes and credit-free workshops on international business provided in Orange County by public and private two- and four-year colleges, high schools, and proprietary schools; (6) an annotated list of the spring 1988 classes offered by the WTCI; and (7) a brochure describing the programs and services of the WTCI. (UCM)

ED 292 490 JC 880 117
Bartzak-Graham, Susan
Roxbury Community College Report on Transfer Activities, July 1, 1986-June 30, 1987.
Roxbury Community Coll., Boston, MA.
Pub Date—Jan 88
Note—43p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Persistence, Articulation (Education), *College Transfer Students, Community Colleges, *Educational Counseling, Program Descriptions, *Student Personnel Services, Student Recruitment, *Transfer Programs, Two Year Colleges, Workshops
Identifiers—College Fairs, *Urban Community Coll Transfer Opportunities Prog
An overview is presented of 1986-87 transfer research conducted at Roxbury Community College (RCC) and of the on-going components of the college's Transfer Opportunities Program (TOP). The first sections of the report cover counseling activities, transfer patterns, College Fairs, individual student recruitment, conference attendance, transfer workshops, TOP articulation and cross-registration programs with other postsecondary institutions, the TOP Scholars Program, and graduate follow-up research. Next, implications of these findings for program development are discussed, indicating that: (1) the high proportion of students who failed to complete degree requirements prior to transfer might be addressed by making a more accurate determination of the number of students who actually intend to obtain an associate degree, developing more specific as well as generic transfer articulation agreements with colleges and universities, and strengthening the faculty advising system; (2) over the past 3 years, a majority of RCC students chose to remain in the Boston area to pursue their baccalaureate education, pointing to a need for further articulation with colleges in the immediate area; (3) faculty identification of potential transfer students appeared to be the most viable method of recruiting students for transfer workshops; and (4) the TOP programs have resulted in a 10% increase in RCC's transfer rate. (UCM)

ED 292 491 JC 880 119
1987 State Data for Oregon Community Colleges.
Oregon State Dept. of Education, Salem.
Pub Date—[88]
Note—19p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Programs, *Community Colleges, *Educational Finance, *Enrollment, *Enrollment Trends, *Full Time Equivalency, Institutional Characteristics, Operating Expenses, Property Taxes, State Surveys, Statistical Surveys, Two Year Colleges
Identifiers—*Oregon
This series of 10 tables offers 1986-87 data on the 15 community colleges in Oregon. The data cover: (1) percentage distribution of enrollment by major instructional program, reflecting enrollment in reimbursable programs; (2) student full-time equivalent (FTE) enrollment in lower division collegiate, vocational preparatory, vocational supplementary, developmental education, self-improvement, nonreimbursable programs, and separate contracts; (3) estimated student headcount by college by gender; (4) percentage of total state enrollment represented by each college; (5) FTE increase by institution between 1985-86 and 1986-87; (6) FTE increase by instructional program between 1985-86 and 1986-87; (7) approved operating costs for reimbursable programs; (8) revenue sources; (9) total operating costs including reimbursable, non-reimbursable, and separate contract programs; and (10) 1986-87 property taxes by county. (EJV)

ED 292 492 JC 880 120
Faculty Collective Bargaining in Community Colleges.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Pub Date—87
Note—10p.
Journal Cit—National Center for the Study of Collective Bargaining in Higher Education and the Professions Newsletter; v15 n5 Nov-Dec 1987
Pub Type— Collected Works - Serials (022) — Reports - Research (143) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Collective Bargaining, College Faculty, Community Colleges, National Surveys, Statistical Surveys, *Teacher Strikes, Two Year Colleges, *Unions
An assessment is provided of the current status of faculty collective bargaining in community colleges. First, relevant terms are defined to explain the counting process used in deriving the findings. Next, several observations are made about possible reasons that community college collective bargaining has received little attention from the academic research community even though, as of January 1, 1987, 67% of the recognized agents and 39% of all unionized faculty in collective bargaining in higher education were from community colleges. Next, information is presented on union organizing, bargaining agents, strikes, and no-agent votes, indicating the following: (1) in 1987, over 307 community colleges were represented by certified bargaining agents; (2) the unionization of two-year colleges was concentrated primarily in public institutions, with only 16 private two-year colleges unionized; (3) over 45% of the nation's two-year college campuses were unionized, in contrast with 21% of the four-year college campuses; (4) 11 states accounted for 87% of the two-year institutions with certified bargaining agents; (5) over 56% of the two-year colleges had elected the National Educators Association and its affiliates as their bargaining agent; (6) two-year college faculty were involved in approximately 63% of all faculty work stoppages in higher education; (7) the mean length for strikes at two-year colleges was 16.6 work days. This assessment is followed by a brief report on faculty work stoppages in 1987, and a 69-item bibliography concludes the issue. (UCM)

ED 292 493 JC 880 121
Winter, Gene M. Fadale, LaVerna M.
The Economic Impact of SUNY's Community Colleges on the State of New York.
State Univ. of New York, Albany. Two Year Coll. Development Center.
Pub Date—Feb 88
Note—43p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Benefits, Community Colleges, *Economic Factors, Economics, *Educational Economics, Educational Finance, *Expenditures, Questionnaires, *School Community Relationship, State Surveys, Two Year Colleges
Identifiers—*Economic Impact, Economic Impact Studies, *New York
A study was conducted to estimate the economic impact of the State University of New York's (SUNY's) community colleges on their individual service areas, and, as a system, on the state as a whole. The methodological model used in the study examined three major expenditure components to estimate direct economic impact: college budgetary expenditures, employee expenditures, and student expenditures. These three streams of economic activity were calculated, and an economic mulitiplier was applied to estimate additional business volume resulting from the direct expenditures. The model also included an estimate of the additional jobs created by economic activity. An analysis of the 1986-87 data provided by each SUNY college resulted in the following findings regarding the statewide impact of the community colleges: (1) nearly $700 million was added to the state's economy as a direct result of spending by the SUNY community colleges, their students, and their employees; (2) a business volume or economic impact of nearly $1.5 billion was generated by these expenditures; (3) the ratio of total economic impact to total revenues from all sources was 2.5 to 1; (4) the ratio of statewide economic impact to state aid revenue was 7.6 to 1; and (5) nearly 42,000 jobs were attributable to the existence and expenditures of SUNY's community colleges. The survey instrument is included. (EJV)

ED 292 494 JC 880 122
Ethnic Minorities and Women in Faculty and Administrative Positions in Community Colleges. Annual Report on Affirmative Action Re-

port 88-1.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—Feb 88
Note—97p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrators, *Affirmative Action, *College Faculty, Community Colleges, Educational Legislation, *Employment Practices, *Females, *Minority Groups, Personnel Policy, Sex Fairness, State Legislation, State Surveys, Two Year Colleges
Identifiers—*California
An examination is provided of past and possible affirmative action efforts to improve the representation of ethnic minorities and women in faculty and administrative positions in the California community colleges. A brief introduction states that despite legislative changes and efforts made by the colleges and the Board of Governors, minorities and women are no better represented in these positions in 1987 than in 1970. Following this, the first of three main sections places the issue of affirmative action within the context of population changes in California, high attrition rates among Mexican-Americans and Blacks, and legislative mandates concerning recruitment and affirmative action. This section also traces the extent to which the Chancellor's Office and the Board of Governors have provided leadership in this area, and reviews the development of affirmative action regulations. After summarizing the current representation of women and minorities in the faculty, by discipline, and in administrative positions, the second section attempts to determine which policies and practices are likely to result in increased representation of these groups. Recommendations of a special affirmative action ad hoc committee are also considered. The final section summarizes opportunities for expanding the representation of women and minorities and identifies the current constraints and/or attitudes that hinder colleges from exploiting these opportunities. This section also suggests ways in which the Chancellor's Office and the colleges can reduce impediments to affirmative action and achieve more positive results. Attached appendixes contain transcripts of relevant legislation, data summaries showing California community college hiring rates, and recommendations by the Ad Hoc Affirmative Action Committee. (UCM)

ED 292 495 JC 880 123
Savage, Daniel D., Ed.
Community, Technical, and Junior College Statistical Yearbook. 1987/88 Edition.
American Association of Community and Junior Colleges, Washington, D.C.
Report No.—ISBN-0-87117-172-4
Pub Date—87
Note—78p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrators, *College Faculty, Community Colleges, Degrees (Academic), Educational Certificates, *Enrollment, *Enrollment Trends, Full Time Faculty, Full Time Students, Minority Groups, National Surveys, Noncredit Courses, Part Time Faculty, Part Time Students, School Statistics, Technical Institutes, Tuition, *Two Year Colleges, *Two Year College Students
This yearbook offers 1986 data on 1,224 community, junior, and technical colleges in the United States. First, introductory material highlights the 2.9% increase in two-year college enrollments between fall 1985 and fall 1986, the increasing enrollment of minority students, and the colleges' total operating budget of an estimated $13.9 billion. A list of the board and staff members of the American Association of Community and Junior Colleges is followed by a historical overview of community college enrollments; an analysis of fall 1986 enrollment by full-/part-time status, sex, and type of institutional control; data on college costs, including average tuition charges in fall 1985 and 1986; information on degrees and certificates awarded; and operating budget averages by income sources. Next, the following information is presented in tabular form for each of the 1,224 colleges, grouped alphabetically first by state and then by territory or country outside the United States: name; location; zip code; chief executive officer; type of institutional control; full-time, part-time, and total enrollment in October 1986 and October 1985; minority enrollment; noncredit enrollment; total degrees awarded; total certificates awarded; number of full-time, part-time, and total faculty; number of professional staff members; number of administrative staff members; and annual tuition charges. Supplementary tables look at enrollments between 1966 and 1986; total and percentage enrollment by sex and race in fall 1985 and 1986; enrollment by type of institutional control; total degrees and certificates awarded; staffing; student costs; average tuition; total annual operating budgets; and enrollment by state. (EJV)

ED 292 496 JC 880 124
Miles, Sue L.
The Vocational-Liberal Arts Controversy: Looking Backwards.
Waubonsee Community Coll., Sugar Grove, Ill.
Pub Date—[86]
Note—22p.
Pub Type— Opinion Papers (120) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Role, Community Colleges, *Educational History, *Educational Trends, Letters (Correspondence), *Liberal Arts, *Role of Education, Simulation, Two Year Colleges, *Vocational Education
The liberal arts-vocational education controversy is examined in this article through a series of fictitious letters based on historical facts that present the thoughts of key educational personalities regarding the community college's role in providing vocational education and liberal arts education. Part I, which takes the form of a letter and information summary addressed to community college students, explains the differences between liberal arts/transfer degree programs and vocational/career programs. Part II offers an overview of the development of the community college curriculum and the numerous reform movements which affected it. The important contributions of the Yale Report of 1828, the Morrill Act of 1862, and post-Civil War expansion and reconstruction efforts are reviewed. Part III presents the fictitious letters, representing the views of Francis Wayland, President of Brown University; Henry P. Tappan, President of the University of Michigan; Henry David Thoreau; a Confederate Civil War Cadet; Ezra Cornell; Charles William Eliot; and James McCosh, President of Princeton University. (EJV)

ED 292 497 JC 880 125
Burke, Thomas
The Jefferson College Learning Center: A Multifaceted Approach to Education.
Jefferson Coll., Hillsboro, Mo.
Pub Date—88
Note—90p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Basic Skills, Community Colleges, Computer Assisted Instruction, Enrollment Trends, *Learning Resources Centers, *Organizational Objectives, Program Descriptions, School Holding Power, Staff Role, Student Characteristics, *Student Development, *Student Personnel Services, Tutorial Programs, Two Year Colleges
This compilation of statistical tables, promotional materials, advisory letters and related materials for students, and other information provides an overview of the activities, staffing, goals, and objectives of the Jefferson College Learning Center. The primary mission of the Learning Center is to bring the full resources of the institution to bear on helping students develop their full academic and personal potentials through a variety of academic and support activities throughout their college experience. The services provided by the Center include individualized, competency-based basic skills courses; tutorial services in mathematics, English, reading, and study skills; make-up testing; computer-assisted instruction; and college survival skills training. The Center report includes the following types of information: (1) a flow chart showing the relationships of the various aspects of the program (i.e., counseling and placement; learning center; adult basic education; and mainstreaming); (2) staff and their responsibilities; (3) enrollment history, retention rates, and course enrollments and grades; (4) results of a follow-up study of learning center students in mainstream courses, 1977-1982; (5) student characteristics; (6) Learning Center scheduling; (7) student communication; (8) data on the Learning Center's program for high school students; (9) mission and goals statements; (10) fact sheets for faculty; (11) minutes of the Learning Center Advisory Board Meeting; and (12) course outlines. (EJV)

ED 292 498 JC 880 126
Todaro, Julie Iglehart, Toma
Documentation Handouts.
Austin Community Coll., TX. Rio Grande Campus.
Pub Date—25 Mar 88
Note—12p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliographies, *Citations (References), Community Colleges, Two Year Colleges
Designed for students at Austin Community College, these four handouts summarize the major citation formats used today, including a social sciences format (American Psychological Association), a sciences format (Council of Biology Editors), the standard Turabian format, and the Modern Language Association (MLA) format. One side of each handout provides examples of footnotes or in-text citations, while the other side shows how to cite various types of materials in a bibliography. The sheets provide the students with a "take home" summary that is usually adequate for their papers, and is much easier for them to use than style manuals. The handouts can be picked up by students as they need them, or reproduced by instructors for their classes. (EJV)

ED 292 499 JC 880 127
Palmer, Jim
Assessing Institutional Effectiveness: Community College Case Studies.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date—24 Mar 88
Note—9p.; Paper distributed in conjunction with the American Association of Community and Junior Colleges' National Teleconference, "Institutional Effectiveness," as part of the "Student Outcomes/Student Success Teleconference Workbook" (4th, Washington, DC, March 24, 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, College Transfer Students, Community Colleges, *Educational Assessment, Followup Studies, *Institutional Research, *Outcomes of Education, *Research Methodology, *Research Needs, *Self Evaluation (Groups), Student Attrition, Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Followup
The information that is currently collected on the nation's postsecondary institutions focuses primarily on quantity, addressing the need for descriptive information on students, faculty, and finances. This type of research, though necessary, is not sufficient for an understanding of the broader accountability issues emerging in the 1980's. Available data, when they do provide indices of student flow and outcomes, may grossly underestimate the institutional effectiveness of community, technical, and junior colleges. Many community colleges are attempting to gain a better understanding of their students by assessing: student educational objectives; the causes of student attrition and the extent to which it signifies student failure; and occupational and transfer outcomes. Sample research efforts in these four areas are briefly described in this review, including: (1) studies to determine student goals and intentions conducted at Glendale Community College (Glendale, Arizona) and Vista College (Berkeley, California); (2) follow-up studies of college dropouts conducted in the Los Rios Community College District (Sacramento, California) and at Butler County Community College (Butler, Pennsylvania) designed to disaggregate those who attained their goals from those who did not; (3) vocational follow-up research conducted at William Rainey Harper College (Palatine, Illinois) to determine vocational students' job attainment and the economic "rate of return" on vocational studies; and (4) transfer outcome assessments conducted in the San Mateo County Community College District (San Mateo, California) and at Piedmont Virginia Community College (Charlottesville, Virginia). (EJV)

ED 292 500 JC 880 128
District Requests for Exemption to Fifty Percent Law for 1986-87 Fiscal Year.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—Apr 88
Note—30p.; Prepared for the Board of Governors of

the California Community Colleges.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Budgets, *Compliance (Legal), Educational Finance, Legal Responsibility, Resource Allocation, School Districts, *School District Spending, State Boards of Education, *State Legislation, *Teacher Salaries, Two Year Colleges
Identifiers—*California, *Fifty Percent Law (California)
The 50 Percent Law (Section 84362 of the California Education Code) requires each California community college district to annually spend half of its "current expense of education" for "salaries of classroom instructors." District compliance with the provisions of this law is determined by the chancellor, based on information submitted to the districts after the end of each fiscal year. Districts that have failed to meet the Fifty Percent Law requirement may apply for exemption if, by complying, the district would have suffered "serious hardship" or if paid salaries of classroom instructors were equal to, or in excess of, those paid by other districts "of comparable type and functioning under comparable conditions." Four community college districts did not comply with the Fifty Percent Law requirement in the 1986-87 fiscal year. This report analyzes each district's application for exemption from the Fifty Percent Law and recommends actions. Procedures for the administration of the law and a technical description of the process for determining comparable districts are appended. (EJV)

ED 292 501 JC 880 129
Austin Community College Fact Book, 1986-87.
Austin Community Coll., Tex.
Pub Date—88
Note—121p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Faculty, College Programs, Community Colleges, Degrees (Academic), Educational Facilities, *Educational Finance, *Enrollment Trends, Expenditures, Income, *Institutional Characteristics, School Personnel, *Student Characteristics, Two Year Colleges, Two Year College Students
Austin Community College's (ACC) fact book series is designed to inform internal decision making and planning by providing data and projections for programs and services, enrollments, staff, facilities and finances. The 1986-87 edition contains: (1) a historical profile of the growth of the college, an examination of enrollment and population trends, and a discussion of the changing role and scope of ACC; (2) a list of ACC's associate of arts, associate of applied science, and certificate programs, and statistical data on the learning resources system and the provision of library services; (3) enrollment data on semester-length programs, including an overview of enrollment growth in vocational and academic programs and statistics on degrees and certificates awarded; (4) information on quarter-length programs in adult basic education, adult vocational education, community services, business development, and vocational/technical certificates; (5) a profile of credit students by age, sex, ethnicity, day/evening classification, and basis of admission, with separate sections on students receiving financial aid and international students; (6) information on the numbers and characteristics of ACC personnel; (7) descriptions of the facilities occupied by ACC; (8) budget and finance data; (9) enrollment comparisons with other Texas community colleges; and (10) a glossary. (UCM)

ED 292 502 JC 880 130
Taylor, Lyndon E. Head, Fred L.
Restructuring the Community College at the Yorba Linda Education Center.
North Orange County Community Coll. District, Fullerton, Calif.
Pub Date—[88]
Note—20p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, Community Colleges, Community Services, *Curriculum Development, *Delivery Systems, Educational Change, *Educational Innovation, Educational Trends, *Fund Raising, Futures (of Society), Instructional Innovation, Operating Expenses, Program Development, Teacher Role, Trimester System, Two Year Colleges
An innovative educational program is being planned at the Yorba Linda Campus of the Northern Orange County (California) Community College District in an effort to increase enrollment and improve the financial status of the district. The proposed program involves the following components: (1) the adoption of a trimester-based educational system; (2) the provision of a number of alternative instructional delivery systems; (3) the use of faculty as instructional managers rather than dispensers of information; (4) the enhancement of faculty creativity; (5) diagnostic and prescriptive counseling; (6) a core general education curriculum; (7) a wide range of occupational training options; (8) the eventual development of a "24-hour college," providing access to self-paced instruction at all times; (9) flexible scheduling; (10) modifications of the traditional roles of faculty and students; and (11) the establishment of the Yorba Linda Education Center without reliance on public funds. A critical feature of the project is the generation of cash flow through such outside sources as a sports complex, an equestrian center, land leases, software sales, a child care center, contract education, and community service facilities. (UCM)

ED 292 503 JC 880 131
Kelly, Kathleen
Mount St. Mary's College, Doheny Campus: A Comprehensive Program of Retention for an Ethnically Diverse Student Body.
Mount St. Mary's Coll., Los Angeles, CA. Doheny Campus.
Pub Date—Mar 88
Note—7p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Persistence, Church Related Colleges, Enrollment Influences, *High Risk Students, *Minority Groups, *Private Colleges, Program Descriptions, *Remedial Programs, *School Holding Power, School Orientation, Single Sex Colleges, Student Personnel Services, Two Year Colleges, *Womens Education
In 1960, Mount St. Mary's College (MSMC) opened the Doheny campus as an alternative for students who had potential for college, but who were not eligible to enter MSMC's traditional baccalaureate campus. The Doheny Campus has consistently developed innovative programs to enable students to successfully complete associate in arts degrees and also baccalaureate degrees at the main campus. The success of MSMC's efforts to retain its ethnically diverse student population is attributed to a coordinated program of academic development and support services. The program involves the following components: (1) admissions and testing to identify students with potential for success and their skill levels; (2) required classes to develop skills in areas where testing shows students are weak; (3) an extended, semester-long orientation course; (4) required work with a tutor at the Learning Resource Center; (5) an early warning system to notify students and their advisors of any difficulties the students are having; (6) a residence program capable of housing up to 170 students; (7) availability of courses in the baccalaureate program; (8) career counseling and internships; (9) community outreach; (10) English as a Second Language courses; and (11) multicultural tools and services. The MSMC program is based on the belief that students can succeed in college if placed in a supportive environment where there is individual attention, intervention when difficulties appear, and much feedback from the faculty and administration. (EJV)

ED 292 504 JC 880 132
MacDougall, Peter R. Friedlander, Jack H.
The Costs of Innovation.
Santa Barbara City Coll., Calif.
Pub Date—7 Dec 87
Note—34p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Cost Effectiveness, *Costs, *Educational Innovation, *Expenditures, Long Range Planning, *Organizational Change, Predictive Measurement, Program Evaluation, Theory Practice Relationship, Two Year Colleges
A study was conducted to explore the possible negative consequences that can occur when an innovation is introduced into an organization, with a focus on how the dynamics of an organization can affect, and be affected by, change. After a review of the literature on organizational change and innovation was completed, structured interviews were held with staff members from colleges known to have an innovative program in staff development, alternative delivery methods, computer uses in education, outreach to business, telecommunications, small business development, international education, or other areas. Costs were measured in terms of unanticipated direct expenditures, innovation unrelated to the mission or functions of the college, neglect of core institutional functions, effects on institutional harmony, staff burnout, influence on institutional reputation, and effects on leadership. Based on study findings, a checklist (included in the document) of questions related to these costs was developed to guide community college leaders in a quick review of the potential consequences of proceeding with an innovation. (EJV)

ED 292 505 JC 880 139
Moody, George V. And Others
Mississippi Community and Junior Colleges. Statistical Data, 1986-87.
Mississippi State Board for Community and Junior Colleges, Jackson.
Pub Date—[87]
Note—76p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Ancillary School Services, Community Colleges, Degrees (Academic), *Educational Finance, *Enrollment, Expenditures, Income, *Institutional Characteristics, Operating Expenses, Salaries, *School Personnel, State Aid, State Surveys, *Student Characteristics, Student Costs, Two Year Colleges, *Two Year College Students
Identifiers—*Mississippi
Statistical data for Mississippi's 15 public community and junior college districts are presented in this document, providing information on enrollments, degrees and certificates awarded, revenues, expenditures, academic salary ranges, learning resources, transportation services, dormitory utilization, and auxiliary enterprises in 1986-87. Introductory remarks, a map of the districts, and the Board of Trustees' meeting schedule are followed by tables showing: (1) full-/part-time and evening enrollments by curriculum for 1977-78 to 1986-87, and by gender, class, and in-state/out-of-state residence for 1986-87; (2) full-/part-time/evening enrollment by curriculum for each campus and district, fall 1986; (3) enrollment data for adult basic education, vocational secondary, and "other" programs; (4) full- and part-time enrollments by county, state, or country of residence; (5) degrees awarded by gender; (6) amount of educational and general revenue by source for fiscal year 1987; (7) percentage of educational and general revenue by source; (8) revenues from student fees and other charges; (9) county tax support; (10) expenditures for salaries, benefits, travel, contractual, commodities, capital outlay, and student aid; (11) expenditures by function expressed as percentage of object; (12) expenditures by function expressed as percentage of total expenditures; (13) faculty salary schedules; (14) use of transportation services by students; (15) dormitory utilization; and (16) revenue and expenditure data for food services, housing, campus stores, and other auxiliary enterprises. (EJV)

ED 292 506 JC 880 140
California Articulation Number System. Plan, Prepare, Transfer.
California Articulation Number System Project Office, Sacramento.
Spons Agency—California Community Colleges, Sacramento.; California State Postsecondary Education Commission, Sacramento.; California State Univ., Sacramento.; California Univ., Berkeley.
Pub Date—[88]
Note—99p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Articulation (Education), College Credits, College Transfer Students, Community Colleges, *Credit Courses, Curriculum Development, Educational Mobility, Higher Education, *Information Networks, *Intercollegiate Cooperation, *State Colleges, State Universities, *Transfer Policy, Two Year Colleges
Identifiers—*California Articulation Number System
The California Articulation Number (CAN) Project was initiated in 1985 by the three public segments of higher education in California: the University of California (UC), the California State Uni-

versities (CSU), and the California Community Colleges (CCC). The CAN System provides a cross reference number for lower-division, transferable, introductory courses which have been determined by faculty to be acceptably exchanged, one for the other. Colleges qualify to use a CAN if they have written, faculty-approved articulation agreements on the course with a minimum of UC or CSU campuses. This compilation comprises eight documents about the CAN System, designed for different audiences and for different purposes, including: (1) a brochure for students outlining the basic features of the CAN System; (2) a 1985 introductory statement about the system, which outlines the steps colleges must take to qualify courses for CAN, the principles underpinning the system, and the members of the CAN Coordinating Committee; (3) CAN newsletters from February and November 1986, and June and December 1987, offering status reports on progress in implementing the system; (4) the "1986-87 Annual Report of the CAN System Coordinating Committee to the California Postsecondary Education Committee"; and (5) "A Guide to the CAN System" for colleges interested in participating in the project. (EJV)

ED 292 507 JC 880 141
Palmer, Jim
Community, Technical, and Junior Colleges: A Summary of Selected National Data.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date—1 Dec 87
Note—20p.; Prepared by the AACJC Office of Research and Policy Studies.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Associate Degrees, *College Faculty, Community Colleges, Community Services, Educational Finance, Educational History, *Educational Trends, *Enrollment Trends, *Institutional Characteristics, National Surveys, School Size, *Student Characteristics, Two Year Colleges, Two Year College Students
Drawing from the American Association of Community and Junior College's annual fall surveys, this report summarizes selected data about community colleges, their students, and their faculties. Section I focuses on institutional characteristics, tracing the increase in the number of two-year institutions between 1945-46, when there were 315 public and 333 private two-year colleges, and 1986-87, when there were 1,062 public and 162 private institutions. This section also provides 1986-87 data on college size. Section II presents enrollment trends from 1945 to 1986 for private and public institutions, noting the tremendous growth following World War II through the 1970s. Section III highlights student characteristics, including age, gender, ethnicity, part-time status, student educational objectives, degree goals, and academic ability. Section IV outlines faculty characteristics, featuring data on part-time faculty, educational background, age, and salaries; section V offers data on institutional revenues and expenditures; section VI provides information on the number of associate degrees conferred and their economic worth. Finally, section VII looks at community services programs offered at two-year institutions. An 8-item bibliography is included. (EJV)

ED 292 508 JC 880 143
Colleague, 1988. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York. [Inaugural Issue.]
State Univ. of New York, Albany.
Pub Date—88
Note—69p.; Previously (1977-1985) published as "Insight" (1977-85).
Journal Cit—Colleague; 1988
Pub Type— Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Attitudes, *College Administration, *College Instruction, College Programs, Community Colleges, Correctional Education, Faculty Development, Outreach Programs, Periodicals, Program Descriptions, Student Personnel Services, Teacher Attitudes, *Teaching Methods, Two Year Colleges
Identifiers—*New York
This collection of articles, written for and by State University of New York (SUNY) community college educators, includes the thoughts of a college president on teaching and the perceptions of a faculty member about student services, as well as a variety of articles on student services, teaching methods, community outreach, and inmate education. The following articles are included: (1) "Community Colleges: Second Best or Last Best Hope?" by Harold Cantor; (2) "The Business of Teaching," by Marvin J. Feldman; (3) "Pedagogy," by John H. Whiting; (4) "Inmate Education in the SUNY System," by Ruth M. Fossedal and Thomas J. Nelson; (5) "The Community College, a 'Higher Education,' and the Process of Initiation," by Richard Katims; (6) "Teaching the Humanities and the Technologies in the 21st Century: A Faculty Development Project," by Phyllis Bader-Borel; (7) "Technical Writing: It Is a Humanities Course," by Judy S. Karmiohl and Constance J. Ostrowski; (8) "The Gordon Howe Center," by Edwin H. Lundberg; (9) "Changing Enrollment Configurations and Management Opportunities," by Anthony W. Walsh; (10) "The Artist Learns Computer Graphics," by Mary P. Kelly; (11) "The Whys, Hows, and Results of Providing Community College Students Free Legal Advice," by Barrie Alan Peterson; and (12) a review of Brian Gallagher's "Microcomputers and Word Processing Programs: An Evaluation and Critique," by William V. Costanzo. (EJV)

ED 292 509 JC 880 144
Wellman, Jane V.
Developments in Community College Finance. A Staff Report to the California Postsecondary Education Commission.
California State Postsecondary Education Commission, Sacramento.
Pub Date—Dec 87
Note—21p.; Report presented to the Administration and Liaison Committee of the California Postsecondary Education Commission, December 14, 1987.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Problems, *College Administration, Community Colleges, *Educational Finance, Educational History, *Financial Problems, Financial Support, Governance, Policy Formation, *Program Budgeting, Resource Allocation, *State Aid, *Statewide Planning, Two Year Colleges
Identifiers—*California
A review is provided of the major fiscal, historic, and management issues influencing the debate about community college finance and governance in California. The report begins with a brief discussion of the major points of difference between the funding mechanisms for the community colleges and for the state's two public university systems. These differences include the community colleges' place in the budget process, their lack of statewide faculty salary scales, their block budget allocations, their lack of state expenditure controls, their Board of Governor's lack of budgetary flexibility, and their governance structure. An overview of the different systems of finance under which the California community colleges have operated since 1975 is followed by a summary of the major defects of the current funding system (e.g., enrollment-driven budgets, lack of enrollment planning or management, limited local decision making, lack of state accountability and control, emphasis on legislative liaison, and disagreement over state priorities). After summarizing the key elements of current proposals to fund the colleges on a program budget basis, the report concludes with a re-iteration of the California Postsecondary Education Commission's policy on college finance. The executive summary of the recent report on community college finance by the Task Force on Assembly Bill 3409 is appended. (UCM)

ED 292 510 JC 880 145
Legislative Priorities of the Commission, 1988. Commission Report 88-2.
California State Postsecondary Education Commission, Sacramento.
Pub Date—Feb 88
Note—10p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Allied Health Occupations Education, *Community Colleges, *Educational Legislation, Educational Research, Fees, Governance, Postsecondary Education, *Private Colleges, State Aid, State Boards of Education, State Colleges, *State Legislation, State Universities, *Student Financial Aid
Identifiers—*California
An outline is provided, for its staff, of the seven priorities of the California Postsecondary Education Commission (CPEC), during the second half of the California State Legislature's 1987-88 session. The report states that the Commission's staff will: (1) work with legislators and the Governor's staff to develop and implement appropriate statutory revisions to resolve existing problems in community college governance and finance; (2) identify appropriate legislative proposals to simplify and expand student financial aid; (3) seek to develop a consensus recommendation to ensure equitable and predictable student fees in anticipation of the sunset of current law; (4) promote the establishment of a task force to reassess the purposes of evaluating health manpower and health sciences educational planning in California; (5) create a State Council for Research and Technological Development; (6) monitor the compliance of accredited independent and private institutions with the standards of the commission; and (7) continue the California Student Opportunity and Access Program. A selected list of 17 recent CPEC reports is appended. (UCM)

ED 292 511 JC 880 146
A Study of Operating Costs of Branch Campuses and Centers at State Universities and Community Colleges. Report and Recommendations of the Postsecondary Education Planning Commission, 1988, Report 2.
Florida State Postsecondary Education Planning Commission, Tallahassee.
Pub Date—21 Jan 88
Note—96p.; Prepared in response to Specific Appropriations 534 through 537A of the 1987 General Appropriations Act (Chapter 87-98, Laws of Florida).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Budgets, Community Colleges, Costs, *Educational Finance, Financial Support, Higher Education, Instructional Student Costs, Library Expenditures, *Multicampus Colleges, *Operating Expenses, Questionnaires, Resource Allocation, Salaries, *State Aid, State Surveys, State Universities, *Statewide Planning, Two Year Colleges
Identifiers—*Branch Campuses, *Florida
In 1988, a study was conducted of the operating costs of the 15 branch campuses and centers operated by the six Florida State universities and of nine representative community colleges in the state. Information provided by the colleges revealed that: (1) in comparison to their main campuses, branch campuses and centers tended to be less expensive per student credit hour and per headcount student for library services and plant operations/maintenance, more expensive for institutional support and student services, and roughly comparable for instruction; (2) there were large differences among the branch campuses and centers on all indicators of cost, including expenditures per student credit hour and per headcount student, ratios of support to instructional expenditures, student credit hours per full-time equivalent position, and the proportion of on-site expenditures to those allocated from the main campus; (3) the branch campuses and centers as a group showed evidence of diseconomies of scale; (4) considerable variation was noted among the community college campuses in expenditures per student credit hour and per headcount student, with the most expensive campus spending 2.1 times as much per student credit hour as the least expensive campus; and (5) the on-site share of total community college campus expenditures was highest in instruction, plant operations/maintenance, and library resources, while lowest in institutional support. Recommendations for minimizing costs are included. Two consultants from the National Center for Higher Education Management Systems designed the survey instruments for generating the operational cost data and carried out an analysis of the completed surveys. Their report and the survey instruments are appended. (UCM)

ED 292 512 JC 880 147
College Level Academic Skills Test Review: Report and Recommendations of the Postsecondary Education Planning Commission, 1988, Report 4.
Florida State Postsecondary Education Planning Commission, Tallahassee.
Pub Date—25 Feb 88
Note—68p.; Prepared in response to Specific Ap-

propriation 537A of the 1987 General Appropriations Act.
Pub Type— Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Achievement Tests, Basic Skills, Community Colleges, Educational Legislation, Higher Education, *Minimum Competency Testing, State Colleges, Statewide Planning, Test Bias, *Test Construction, *Testing Programs, *Test Validity, Two Year Colleges, Writing Evaluation
Identifiers—*College Level Academic Skills Test, *Florida

In response to a legislative mandate, this report assesses the validity of the College Level Academic Skills Test (CLAST) and offers recommendations for increasing the passing rate of students. Section I summarizes the Florida State Legislature's interest and intent in establishing CLAST an achievement test-measuring skills in computation, reading, and writing-which must be passed by all students seeking an associate of arts degree at the state's public community colleges and admission into upper division at the state universities. Section II: offers review of the trends and public concerns that contributed to the establishment of the statewide college-level testing program in Florida; highlights testing projects that preceded CLAST; and describes CLAST. Section III presents the results of a study by a consultant team of the psychometric validity of CLAST, revealing that, although most sections of the test were reasonably reliable and valid, improvements in the reliability of the writing test were recommended. Section IV offers recommendations related to the design of CLAST and strategies for improving students' test performance, including: (1) state universities and community colleges should improve linkages with feeder high schools; (2) each institution should track the performance of its students on the college entry-level test to identify at-risk students; and (3) colleges should reinforce essential skills throughout the curriculum rather than in English and mathematics courses alone. CLAST skill statements, codes, and test specifications and the consultants' report are appended. (UCM)

ED 292 513 JC 880 148
A Study of the Courses, Programs and Facilities at the Okaloosa-Walton Junior College/University of West Florida Joint Center in Fort Walton Beach. Report and Recommendations of the Postsecondary Education Planning Commission, 1987. Report 9.
Florida State Postsecondary Education Planning Commission, Tallahassee.
Pub Date—10 Sep 87
Note—115p.; Prepared in response to Specific Appropriation 537A of the 1987 General Appropriations Act. Some tables contain very small print.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Colleges, *Cooperative Planning, *Demography, *Educational Needs, *Facility Planning, Facility Utilization Research, Higher Education, Intercollegiate Cooperation, Multicampus Colleges, Needs Assessment, *Off Campus Facilities, *Shared Facilities, Space Utilization, State Universities, Two Year Colleges

In 1987, a task force was convened to determine the need for further expansion of the Okaloosa-Walton Junior College/University of West Florida (OWJC/UWF) Joint Center, and, if warranted, to select a permanent site for the facility. The task force undertook a study involving: (1) collection of demographic data on the Greater Fort Walton Beach area and institutional data from OWJC and UWF; (2) a review of previous studies, surveys, informational materials, and institutional reports; (3) on-site visits to the center, OWJC, and UWF to interview administrators and staff; (4) an analysis of educational needs assessment data prepared by the Greater Fort Walton Beach Chamber of Commerce in cooperation with the two institutions; (5) a review of the educational needs of the military bases in the area; (6) an examination of the involvement of independent colleges; and (7) participation by the Office of Educational Facilities. The study revealed that, since the establishment of the Joint Center in 1983, the population in the region has continued to grow in most age cohorts, with projections indicating a continuation of this growth through the year 2000. The vacated elementary school that is now jointly leased by OWJC and the UWF for the Joint Center is being used to capacity, and other sites have been found to handle the overflow of students. Given the growth in the elementary and secondary school populations in the region, the elementary school may be reclaimed to serve K-12 students in Okaloosa County. Task force recommendations focused on the need for the further development of joint programs and the immediate exploration of other sites for the facility. (UCM)

ED 292 514 JC 880 150
An Analysis of Placement Testing and Registration Patterns for New Students. Institutional Research Report #35.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—Nov 86
Note—6p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admissions Counseling, College Applicants, *College Freshmen, Community Colleges, Comparative Analysis, *Educational Testing, *English (Second Language), *Enrollment Influences, Enrollment Trends, Mathematics Skills, No Shows, Reading Skills, *School Registration, *Student Placement, Two Year Colleges, Two Year College Students, Writing Skills

Prior to registration at the Community College of Philadelphia (CCP), most potential new students are given a battery of tests to place them into appropriate courses, specific areas of study, or special support programs. Most students are tested on one day and then asked to return on a subsequent day for counseling and registration. Between October 1984 and September 1985, 7,891 potential students were tested in math, writing, and reading. Of these, 1,090 (14%) had not registered for classes by the fall 1985 semester. A comparison of the test scores of the registrants and non-registrants who spoke English as a native language revealed the following: (1) 40.2% of the registrants and 39.9% of the non-registrants had scores placing them into college-level math courses; (2) 40.1% of the registrants and 27.1% of the non-registrants had scores placing them into college-level writing courses; and (3) 35.7% of the registrants and 24% of the non-registrants performed at college-level on the reading test. Among the potential students for whom English was a second language, there were no significant differences in the placement test scores of registrants and non-registrants. Though, in general, the students who registered had slightly higher scores than those who did not register, many of the students who did not register performed at college-level on the placement tests, suggesting that CCP might consider additional strategies to encourage enrollment when a potential student is tested. (UCM)

ED 292 515 JC 880 151
Student Growth in Self Concept. Institutional Research Report #36.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—Dec 86
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, College Role, Community Colleges, Organizational Effectiveness, *Outcomes of Education, *Self Concept, *Self Concept Measures, Student Characteristics, *Student Development, Test Reliability, Two Year Colleges, *Two Year College Students
Identifiers—Affective Perception Inventory (Soares and Soares), Self Concept Scale

A study was conducted at the Community College of Philadelphia (CCP) to evaluate the college's effectiveness in developing students' self-confidence and sense of individual responsibility. Two paper-and-pencil instruments were selected for use in the study: the Self Concept Scale (SCS), which measured decision making, interpersonal relations, responsibility, citizenship, and career planning; and the Affective Perceptions Inventory (API), which measured school perceptions and self-concept. The instruments were completed in class or at graduation rehearsal, with 601 students responding to the SCS and 613 completing the API. Study findings included the following: (1) analysis of SCS responses indicated that sophomores rated their level of self-concept significantly higher than freshmen, with the largest differences associated with decision making and interpersonal relations; (2) freshmen rated themselves lowest in the areas of decision making and interpersonal skills and highest in citizenship and responsibility; (3) sophomore ratings on the API scale were significantly higher on all subscales than those of freshmen; and (4) the difference between the ratings of freshmen and sophomores was greatest for students in non-General Studies programs. (UCM)

ED 292 516 JC 880 153
Grosset, Jane
Current Student Assessment of Goal Achievement and Academic and Student Support Services [with a] Subpopulation Analysis by Race and Program. Institutional Research Reports #37 and #37A.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—87
Note—76p.; Some tables contain very small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Black Students, College Freshmen, Community Colleges, *Majors (Students), Organizational Effectiveness, *Participant Satisfaction, *Student Attitudes, Student Characteristics, *Student Educational Objectives, Two Year Colleges, *Two Year College Students, White Students

In spring 1986, a study was conducted at the Community College of Philadelphia (CCP) to determine to what extent students had achieved or were achieving their goals concerning transfer, career preparation, basic skills, self-concept, economic betterment, communication skills, personal growth, commitment to lifelong learning, and/or interpersonal skills. Survey instruments were completed in randomly selected classes by 1,368 CCP students. Study findings included the following: (1) 77.3% of the sophomore respondents and 63.3% of the freshmen respondents planned to earn a CCP degree; (2) 71.4% of the freshmen and 65.1% of the sophomores planned to transfer to another college immediately after leaving CCP; (3) the goals ranked most important by freshmen were "develop career goals," "discover jobs," "transfer courses," and "prepare for a new job," while sophomores ranked "prepare for continued growth after college" highest, followed by "prepare for a new job," "discover jobs," and "develop career goals"; (4) sophomores reported greater gains toward goal achievement than freshmen in 18 of the 23 goal areas studied; and (5) the goals on which freshmen reported greatest progress were "transfer courses," "communication skills," and "develop interpersonal skills," while the sophomores reported greatest progress in "transfer courses," "meet new, interesting people," and "communication skills." An analysis of research findings by race and program of study is attached. (UCM)

ED 292 517 JC 880 154
General Academic Assessment. Institutional Research In-Brief #38.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—27 Jul 87
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Community Colleges, General Education, *Knowledge Level, *Liberal Arts, *Outcomes of Education, Scores, Test Interpretation, Two Year Colleges, *Two Year College Students
Identifiers—*General Academic Assessment

In spring 1986, the Community College of Philadelphia (CCP) participated in a study conducted by the Center for the Study of Community Colleges to test students' knowledge of the liberal arts. The General Academic Assessment (GAA), a 94-item test of student knowledge in the humanities, social sciences, mathematics, and English usage, was administered in 35 representative course sections to 645 students. Study findings included the following: (1) while students who had earned more than 60 credit hours at CCP outperformed students who earned fewer credits, the overall differences between new students and graduates were slight; (2) the GAA scores of students who had earned 45 to 59 credit hours were dramatically lower than the scores of all other students, regardless of course content area or credit hours earned; (3) student scores on the GAA math scale came the closest to displaying the type of steady upward trend that is consistent with a value-added perspective; and (4) regardless of subject content area, students entered and exited CCP with lower GAA scores than students at other colleges where the test had been ad-

ministered. Possible explanations are put forth for the overall low GAA scores of CCP students and the higher scores of new students compared to continuing students. (UCM)

ED 292 518 JC 880 155
Obetz, Wayne S.
Educational and Career Outcomes for Respondents to the 1986 Survey of Former Students. Institutional Research Report #38.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—Aug 87
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Graduates, College Role, *College Transfer Students, Community Colleges, Education Work Relationship, *Employment Patterns, Followup Studies, Graduate Surveys, Organizational Effectiveness, *Outcomes of Education, *Participant Satisfaction, Student Educational Objectives, Student Reaction, Two Year Colleges, Two Year College Students

In summer 1986, a study was conducted at the Community College of Philadelphia (CCP) to determine former CCP students' educational and career outcomes. Surveys were mailed to 1,000 graduates from the class of 1983, to 1,000 graduates from the class of 1985, and to 2,000 non-returning students. Study findings, based on responses from 100 1983 graduates, 183 1985 graduates, and 219 non-returning students, included the following: (1) 47% of the respondents had enrolled at CCP to develop job skills, 37% to earn transfer credit, 10% to improve job skills for their present job, and 6% for personal interest; (2) approximately 80% of the respondents were employed at least part-time; (3) of the employed respondents, 72% reported working in a job related to their CCP studies; (4) of those who enrolled to develop job skills, almost 79% found jobs related to their field of study; (5) 45% of all students continued their education after leaving CCP, with the 1983 graduates having the highest transfer rates; (6) there were no significant differences between graduates and non-graduates in terms of transfer grade point average, salary, or perception of the effectiveness of CCP; and (7) 92% of all respondents rated CCP as effective in helping them meet their educational or career goals. Responses from former students to open-ended questions are appended. (UCM)

ED 292 519 JC 880 157
A Statistical Snapshot of the Division of Community Services. Institutional Research Report #39.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—Nov 87
Note—27p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, College Faculty, Community Colleges, *Community Services, Comparative Analysis, *Credit Courses, *Enrollment Trends, *Noncredit Courses, *Off Campus Facilities, Program Descriptions, Statistical Data, *Student Characteristics, Two Year Colleges

The Division of Community Services (CS) is providing educational services to a growing percentage of the total student headcount enrolled at the Community College of Philadelphia (CCP). Data from fall 1986 indicated that: (1) 51.1% of the students enrolled at CCP took their courses through the CS Division; (2) while credit-free enrollments grew, credit enrollments remained fairly constant; (3) in comparison to on-campus students, the CS students tended to be older, were more likely to be white, were less likely to indicate that they planned to earn a degree, and were more likely to be planning to enroll at CCP for only one semester; (4) 48% of the students enrolled in CS credit courses in fall 1986 indicated that that would be the only semester they would attend the college; (5) there was no significant movement of students from off-campus locations to the main campus, nor from the main campus to off-campus locations; (6) most classes in the CS Division were taught by part-time faculty members; (7) English and Business Division courses accounted for a large percentage of the courses offered in the division; and (8) grade distributions indicated that students in the CS Division received higher grades and were less likely to withdraw than their counterparts on campus. The bulk of the report consists of tables comparing CS and on-campus data. (UCM)

ED 292 520 JC 880 158
Obetz, Wayne S.
Educational and Career Outcomes for Subpopulations of Respondents to the 1986 Survey of Former Students. Institutional Research In-Brief #41, and Institutional Performance Indicators: A Snapshot of Former Student Employment and Transfer Activities. Institutional Research In-Brief.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—[87]
Note—11p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, *College Transfer Students, Community Colleges, Educational Trends, *Education Work Relationship, *Employment Patterns, Females, Grade Point Average, Graduate Surveys, Males, *Outcomes of Education, Racial Differences, Salaries, Sex Differences, Student Characteristics, Two Year Colleges, Vocational Followup, White Students

These two research summaries provide information on the educational and employment activities of graduates of the Community College of Philadelphia (CCP). The first research brief draws from a 1986 survey of recent graduates and non-returning students, and from data on student characteristics and academic achievement for 490 of the 502 respondents. The following findings are highlighted: (1) males earned on average $2,285 more per year than females, while White respondents reported wages averaging $2,772 more per year than those reported by Black respondents; (2) males were slightly more likely than females to continue their education beyond CCP; and (3) there were no differences in grade point average (GPA) while at CCP between those who transferred and those who did not, nor were there any differences in GPA associated with reason for enrolling. The second research brief extracts follow-up data from 1983 to 1985 Performance Indicators Reports, highlighting a number of trends. Over 47% of the students who left CCP between 1983 and 1985 had transferred to another college within 9 months of leaving. Graduation and transfer patterns did not vary dramatically by race, though Blacks were less likely to graduate than Whites, and White graduates were less likely to transfer than Black graduates. Subject to the caveat of small sample sizes, Asian students tended to be most likely to enter the labor market and/or transfer, while Hispanic students tended to be least likely to transfer. (UCM)

ED 292 521 JC 880 159
Obetz, Wayne S.
A Proposed Model for Categorizing Successful and Non-Successful Student Outcomes at CCP. Institutional Research In-Brief #42.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—23 Dec 87
Note—10p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Classification, Community Colleges, *Evaluation Criteria, Failure, Grade Point Average, *Outcomes of Education, Stopouts, Student Characteristics, *Student Educational Objectives, *Success, Two Year Colleges, *Two Year College Students

Students enroll in community colleges for a variety of personal reasons, and many never intend to earn a degree. Measures of success, therefore, must take into account the diversity of students' objectives for enrollment and permit the college to distinguish between students who have achieved a satisfactory level of progress and those who have not. Five categories of student success/outcomes can be established: (1) successful students, including graduates and students who drop out with 30 or more credits and a grade point average (GPA) of 2.0 or greater; (2) probably successful students, including those who are enrolled full- or part-time or in remedial programs, those who withdraw with a GPA of 2.0 or greater, and those who drop out with less than 30 credits and a GPA of 2.0 or greater (3) unsuccessful students, including those who drop out with a GPA less than 2.0, those who drop out with no GPA, and those who are dropped by the college for poor scholarship or inadequate progress; (4) probably unsuccessful students, who withdraw with a GPA of less than 2.0; and (5) unclassifiable students, including those who stop out and those who withdraw with no GPA. The application of these categories to students who entered the Community College of Philadelphia in fall 1983 shows that, as of spring 1987, 15.0% were successful, 39.6% were probably successful, and 45.2% were unsuccessful. The categories were also applied to determine success rates by age, gender, race, area of study, and college-readiness at admission. (UCM)

ED 292 522 JC 880 160
Irwin, Bette Hawk, Thomas
Annual Statistical Compendium, 1987: Community College of Philadelphia.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—Dec 87
Note—109p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, Community Colleges, *Educational Finance, *Educational Trends, *Enrollment Trends, *Institutional Characteristics, Longitudinal Studies, School Personnel, Statistical Data, *Student Characteristics, Teacher Characteristics, Two Year Colleges, *Two Year College Students

Designed to provide a backdrop for institutional planning and management decisions, this data book highlights key institutional trends and operating characteristics of the Community College of Philadelphia (CCP). Section I offers an overview of the evolution of the college during its 20-year history, illustrating the changing profile of CCP students, the changing size of the staff, the dramatic growth of enrollments, and the concurrent expansion in institutional budgets. Section II examines enrollment patterns from 1976-77 to 1986-87, including data on program enrollments, on- and off-campus student headcount, full- and part-time attendance, evening and weekend enrollments, Division of Community Services headcount, and remedial enrollments. Section III offers data on CCP's revenues and expenditures, including information on state aid, instructional costs per credit hour, program costs, tuition income, faculty salaries, class size, and faculty productivity. After section IV looks at faculty and staff numbers and characteristics, section V presents a longitudinal perspective on student goals, gender, racial/ethnic background, and age. Finally, section VI examines student academic performance in terms of credits earned, grade point average, and withdrawal and graduation rates. (UCM)

ED 292 523 JC 880 162
Grosset, Jane
Transferability of CCP Credits to Temple University. Institutional Research In-Brief #43 and Profile of Temple Transfer Students. Institutional Research In-Brief.
Philadelphia Community Coll., PA. Office of Institutional Research.
Pub Date—2 Feb 88
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Articulation (Education), *College Credits, *College Transfer Students, Community Colleges, Higher Education, Student Characteristics, Student Costs, *Transfer Policy, Two Year Colleges, Two Year College Students
Identifiers—*Temple University PA

These two research summaries examine transfer outcomes of former Community College of Philadelphia (CCP) students at Temple University. The first report examines the extent to which the CCP credits earned by 1,644 CCP transfers were accepted at Temple University over several semesters between fall 1979 and fall 1985. Among the highlighted findings are: (1) the average number of CCP credits earned was 47.14, though students leaving CCP in spring and fall 1985 showed a slight tendency to transfer with fewer credits than previous student groups; (2) the average number of credits lost in transfer to Temple was 9.67, representing 20.5% of the students' total accumulated CCP credits; and (3) credit hour losses amounted to an average financial liability of $95.06 for students who earned fewer than 24 CCP credits, and of $574.28 for students who earned more than 23 CCP credits. Temple University transfer guidelines for CCP courses are appended. The second research brief offers a profile of CCP students who applied for

admission to Temple University in 1980, 1981, 1984, and 1985, based on data provided by Temple's admissions office. The report traces trends in numbers of applicants, age, credits earned at CCP, grade point average (GPA), placement test scores, student majors, and student gender and race. The report indicates that the total number of students applying to Temple dropped from 750 in 1980 to 607 in 1985. The transfer students had enrolled at CCP for an average of six semesters, and had earned higher GPA's than the CCP student population as a whole. (UCM)

ED 292 524 JC 880 163
Hawk, Thomas
Determinants of Part-Time Adult Student Participation in Education.
Pub Date—Apr 88
Note—62p.; Paper presented at the Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Students, Black Education, Community Colleges, Educational Status Comparison, *Enrollment Influences, Females, Males, *Part Time Students, Student Costs, Two Year Colleges, *Two Year College Students, Urban Education
Identifiers—*Current Population Survey
A study was conducted to identify the factors that influence adults to continue their education by taking formal course work on a part-time basis. Using May 1981 Current Population Survey data gathered by the Bureau of the Census, the study assessed the importance of price, socioeconomic characteristics, family income, and unemployment rates in determining adult participation in continuing education. Data from 11 urban areas, each with at least one community college and a variety of other private and public educational institutions, were analyzed. Study findings included the following: (1) approximately 11.3% of the black and white adults in the 11 areas were participating part time in continuing education activities, with enrollment rates lowest in east coast cities and highest in San Francisco (California); (2) for both men and women, prior education, age, and professional employment status were the most important factors distinguishing between participants and non-participants; (3) family income was estimated to be more important than price in determining the probability of enrollment for men, while the opposite pattern emerged for women; (4) a higher regional unemployment rate was a disincentive for male participation in career-related education; (5) attending school for personal enrichment was not associated with higher levels of educational attainment; and (6) women paid less for both career-related and personal-enrichment education than men. An 81-item bibliography is included. (UCM)

ED 292 525 JC 880 164
1988-1989 Institutional Indicators for Proposed Operating Budget.
Howard Community Coll., Columbia, Md.
Pub Date—88
Note—81p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Budgets, *College Faculty, College Transfer Students, Community Colleges, Community Services, *Continuing Education, Cooperative Education, *Educational Finance, *Enrollment Trends, Expenditures, Income, Institutional Characteristics, *Student Characteristics, Two Year Colleges, *Two Year College Students, Vocational Education
This data book provides charts and graphs showing educational and financial trends and projections for Howard Community College (HCC). Part 1 examines enrollment trends and student characteristics, including data by full-/part-time status, day/evening registration, minority status, gender, age, average credit hour load, residence, educational goals, and influences on college choice. Part 2 contains data on credit instruction by program type (transfer, occupational, and cooperative), projected programs, student satisfaction with HCC, employers' rating of the preparation of HCC graduates, and degrees and other formal awards granted. After part 3 traces continuing education enrollments, part 4 presents information on HCC faculty, including full-/part-time faculty ratios, student/faculty ratios, and salary ranges. Community use of HCC facilities is documented in part 5. Finally, part 6 presents fiscal data on HCC's operating budget, expenditures, sources of revenue, state aid, instructional costs, financial aid, and tuition income. (UCM)

ED 292 526 JC 880 166
Allan, Beverly And Others
The Educational and Training Needs of Public Housing Residents. A Survey of the Residents in Creighton and Hillside Public Housing, Richmond, Virginia.
J. Sargeant Reynolds Community Coll., Richmond, VA. Office of Educational Planning and Research.
Pub Date—Mar 88
Note—37p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Attitudes, Community Surveys, Cooperative Programs, Economically Disadvantaged, *Educational Attitudes, *Educationally Disadvantaged, *Educational Needs, Educational Planning, Females, Needs Assessment, *Outreach Programs, *Public Housing, Questionnaires
In 1987, a study was conducted by the Richmond Redevelopment and Housing Authority (RRHA) and J. Sargeant Reynolds Community College (JSRCC) to identify the level and kinds of educational training wanted by residents of the Creighton and Hillside public housing developments, the support and assistance RRHA might offer residents to gain employment, and the residents' interest in job skills training. Interview teams, pairing RRHA and JSRCC staff members, surveyed a random sample of 10% of all 790 apartments in the two housing developments. Study findings included the following: (1) of the 79 persons interviewed, 99% were black and 89% were female; (2) 77% had not graduated from high school, and 76% were not employed; (3) though only 25% of the respondents stated that lack of education or training had ever been a stumbling block to a better job, 96% felt that if they had more education they could earn more money; (4) of the 89% of the respondents who expressed an interest in more education, 53% were interested in studying to pass the General Educational Development exam, 64% wanted to take special courses to learn a skill, and 38% were interested in earning a college certificate or associate degree; (5) 79% said they would take classes if they were offered at the housing development; (6) respondents expressed the greatest interest in courses in nursing, child care, computer operations, and data entry, though nearly 50% of the programs selected were from the "Personal Care" category; and (7) problems related to child care and transportation were the major barriers to class attendance. The survey instrument and response data are included. (UCM)

ED 292 527 JC 880 170
Lindemann, William H., Jr. And Others
Student Success: The Common Goal. Integrating Student Services within the Community College.
American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.
Pub Date—87
Note—112p.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Admission, College Programs, Community Colleges, Delivery Systems, Demonstration Programs, Educational Counseling, *Management Information Systems, Models, Program Development, Public Relations, School Orientation, School Registration, *Self Evaluation (Groups), *Student Personnel Services, *Student Personnel Workers, *Student Recruitment, Two Year Colleges
Identifiers—*Central Oregon Community College
The Educational Services Process Model described in this guide is made up of six interactive and interdependent elements functionally related to the common goal of student success. After part I traces the evolution of student services in the community college, part II presents 10 assumptions for planning, highlighting the need for staff involvement; clear definitions, policies, and procedures; a "customer service" approach to college clientele; comprehensive staff development; encouragement of model programs; and the integration of technology to improve the delivery of student services. Part III presents a model to help community colleges develop an integrated student services program made up of six components: (1) an institutional information system to keep track of enrollments, inquiries and admissions, community population data, student progress, retention, community and student needs, and institutional effectiveness; (2) a student outreach and contact plan, which emphasizes community relations as well as student recruitment; (3) an inquiry/admit system that ensures potential students of prompt and helpful information through advising, orientation, and assessment services; (4) registration; (5) educational programming; and (6) program evaluation and feedback. Appendixes describe a model student information system and center and offer information on the application of the model at Central Oregon Community College. (UCM)

ED 292 528 JC 880 171
Hall, Barbara Ann
A Retrospective Study of Mt. San Antonio College Learning Assistance Services.
Mount San Antonio Community Coll. District, Walnut, CA.
Pub Date—Jun 87
Note—118p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, College Graduates, College Transfer Students, Community Colleges, Dropouts, Followup Studies, Longitudinal Studies, Minority Groups, Program Effectiveness, Program Evaluation, *Remedial Instruction, *Student Characteristics, Two Year Colleges, *Two Year College Students
A study was conducted at California's Mt. San Antonio College (Mt. SAC) to determine whether remedial classes had assisted students in reaching their educational goals. The study sample included all students (N=425) enrolled in Fall 1980 Learning Assistance classes which included: Reading Skills Review, Writing Skills Review, or Math Skills Review. Students' applications for admission, transcripts, and mail-survey responses were used to develop profiles for each class, with subgroups created for persisters and non-persisters, students who had successfully completed advanced classes, students who received degrees and certificates, and transfer students. Study findings included the following: (1) 74% of the students in the sample were from minority groups, compared to 33.6% of the total fall 1980 college enrollment; (2) 58% of the students had been out of high school for 5 years or more; (3) 37% of the students who had entered college to obtain job skills had reached their goal, compared to 19% of the students whose goal was to transfer or Associate degrees; (4) goal achievement rates were higher for the students in the remedial math classes than for the writing or reading students; (5) there was a strong correlation between student withdrawal and entering reading comprehension test scores; (6) by fall 1986, five of the 22 students who had transferred had completed bachelors degrees; (7) students enrolled in only remedial classes did not do as well as students enrolled concurrently in a remedial class and other credit classes; and (8) 67% of the students who completed the reading class and 71% of those who completed the writing class took no other English classes at Mt. SAC. (UCM)

ED 292 529 JC 880 172
Directions toward the Year 2000. Strategic Plan, Mt. San Antonio Community College.
Mount San Antonio Community Coll. District, Walnut, CA.
Pub Date—Sep 87
Note—26p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Instruction, *College Planning, College Programs, Community Colleges, *Educational Facilities Planning, Futures (of Society), *Long Range Planning, *Organizational Objectives, *Program Development, *School Community Relationship, Student Personnel Services, Two Year Colleges
Identifiers—*Strategic Planning
This booklet presents Mt. San Antonio College's (Mt. SAC's) long-range goals and specific action priorities in an effort to focus planning on the year 2000. Introductory comments discuss the purpose of strategic planning and Mt. SAC's planning orientation. The next sections list goals and objectives with respect to: (1) the improvement of existing institutional programs and the development of new

instructional programs; (2) the centralization and expansion of student services; (3) the improvement of maintenance, energy conservation, and other aspects of the physical plant; and (4) the development of programs and the conduct of research for the improvement of relations with local government agencies, business, industry, and other segments of the community. (UCM)

ED 292 530 JC 880 174
Johnson, Tanya
A Listening Laboratory Designed from Cognitive Learning Principles at Evergreen Valley College.
Pub Date—Dec 87
Note—81p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Guides - Classroom - Learner (051) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, Course Content, Course Objectives, *Learning Laboratories, Listening Comprehension Tests, *Listening Habits, *Listening Skills, Literature Reviews, Program Development, Program Evaluation, Two Year Colleges
Identifiers—*Listening Theory
A listening laboratory was developed at Evergreen Valley College (EVC) in accordance with procedures used at the college's individualized instruction laboratory. Steps taken in developing the laboratory included: (1) the director of the Learning Center Instructional Laboratory was interviewed to determine the procedure for establishing the listening lab for credit; (2) practitioners involved in listening workshops, courses, and labs at other local community colleges were interviewed to determine the structure/content of their program, the relationship of the listening program to the campuses' learning centers, the academic and economic benefits of offering listening instruction, and the difficulties faculty experienced in their approaches to listening instruction; (3) a literature review was conducted to identify cognitive learning principles, important listening concepts, and similar projects at other colleges; and (4) the listening lab for EVC was designed. Appendixes, which make up over half the document, include a schematic of the Goss Model of Listening; Maryland's listening curriculum framework; questions asked of listening instructors and their responses; listening skills lab course objectives; an introduction to the lab and assignment sheets for students; and a series of instruments designed to help students assess and improve their listening habits and skills. A 35-item bibliography is provided. (UCM)

ED 292 531 JC 880 181
Durham, James A.
Community College Music Survey.
Okaloosa-Walton Junior Coll., Niceville, Fla.
Pub Date—Jul 87
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bands (Music), Choral Music, College Faculty, Community Colleges, Courses, Curriculum Research, *Enrollment Trends, Fees, Humanities Instruction, *Music Activities, *Music Education, Music Teachers, Music Theory, Surveys, Two Year Colleges
In 1987, a survey was conducted to determine the characteristics of music programs at a sample of public community colleges in six southern states. Survey instruments were mailed to the chief instructional administrators at 93 two-year colleges, requesting information on program size, credits offered, numbers of full- and part-time music teachers, numbers of students enrolled in fall 1986 in various music courses, the availability of an associate degree with an emphasis or major in music, enrollment patterns, fees, and planned curricular changes. Study findings, based on responses from 56 administrators, included the following: (1) of the responding colleges, 53 offered music courses, 39 offered a planned two-year music degree program, 42 offered music theory, and 30 considered enrollments in their music programs to be satisfactory; (2) among the Alabama colleges, 3 had bands with an average enrollment of 20.3 students, 7 had choruses, 1 had an orchestra, 3 had show choirs, and 6 had stage bands; (3) the anticipated number of performances ranged from a low of 1 and 2 performances per term to a high of 51 performances per year for a Mississippi community college country/western ensemble; (4) a course in the fundamentals of music was required by many institutions as a prerequisite for enrollment in music theory; (5) average enrollments in fundamentals of music courses were highest (26.4 students) in Alabama colleges and lowest (10.8 students) in Tennessee colleges; and (6) special fees for music instruction ranged from zero for the Alabama community college system to a high at one Florida college of $90 per one credit/half-hour lesson per week. (UCM)

ED 292 532 JC 880 182
Mitchell, Tom
Preparing the Unprepared: Revising LJC's Remedial Program.
Laredo Junior Coll., TX.
Pub Date—9 Oct 87
Note—12p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Community Colleges, *Curriculum Development, High Risk Students, Program Development, *Remedial Instruction, Standardized Tests, Student Placement, Two Year Colleges, Writing Improvement, *Writing Instruction, Writing Skills
In recognition of the need to increase academic standards in its freshman composition course and expand its remedial English offerings, Laredo Junior College (LJC) in Texas developed a three-level remedial English program, with the lowest level focusing on sentence writing, the middle level on paragraph writing, and the upper level on essay writing. After mandatory placement, students should progress from one course to another based on standardized departmental exams and satisfactory performance on writing assignments. Once the curricular decisions had been made and placement criteria determined, several severe potential problems emerged: (1) the staff was worried that the prospect of taking as many as three remedial English courses before being allowed to take the college-level English course would be so demoralizing that prospective students would be driven away; (2) since many other disciplines also planned to impose entry-level writing requirements, there was great concern that enrollments would drop in the other disciplines for at least a year while students worked their way to the college level; and (3) there was concern that students attending college under full-time Pell Grants would be unable to schedule of full load of 12 hours given their scheduling limitations. Some of these problems were ameliorated by offering students the chance to take 6-hour courses made up of the first and second levels or second and third levels of the remedial program. Under the new standards, 77% of LJC's freshmen are required to take remedial English (30% at the lowest level, 30% at the middle level, and 40% at the upper level), and every discipline developed minimum reading requirements for courses. With these changes, LJC is now ready to face the anticipated impact of a state-mandated basic skills test for college freshmen. (UCM)

ED 292 533 JC 880 183
Wattenbarger, James L. Mercer, Sherry L.
Financing Community Colleges, 1988.
American Association of Community and Junior Colleges, Washington, D.C.; Florida Univ., Gainesville. Inst. of Higher Education.
Report No.—ISBN-0-87117-181-3
Pub Date—88
Note—79p.
Available from—American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($15.00).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Problems, *Budgeting, Budgets, *Community Colleges, Costs, *Educational Finance, *Educational Trends, Federal Aid, Fees, Financial Policy, *Financial Support, Full State Funding, National Surveys, *State Aid, Tuition, Two Year Colleges
This review of state approaches to community college financing includes information from 42 states, representing 97% of the total community college enrollments in the country. Section I offers a brief analysis of the status of community college financing in 1988, highlighting several changes in resource allocation methods. The report notes that funds are directed to institutions on the basis of individual and/or system negotiation instead of by full-time student equivalent (FTE); that the political influence of the system/institution has increasingly become a major factor in determining allocations; and that states are increasingly computing allocations based on a "cost to continue" with an increased number of instances of funding for defined categorical aid. Section II presents tables showing, for each state: (1) operating funds by source; (2) sources of state appropriations by percent for general operating and unrestricted funds; (3) mean expenditures of operating costs for credit programs; (4) rank order of states by reported expenditure per FTE student; (5) states reporting or anticipating changes in methods of financial support; (6) state funds which are categorical or for limited use; (7) sources of funds for capital outlay; (8) sources of funding for noncredit courses; (9) tuition/fee changes; (10) financial aid changes; (11) state provisions for colleges experiencing enrollment declines; and (12) state financial problems. Section III offers brief case studies of the financial situation in each state, grouped by type of funding method. Finally, section IV suggests revised criteria for financing community colleges. A 23-item bibliography is included. (UCM)

ED 292 534 JC 880 186
Burks, Irma P.
A Report of the Minority Business Enterprise Project: A Partnership Program of the American Association of Community and Junior Colleges and the Minority Business Development Agency.
Minority Business Enterprise Project, Washington, DC.
Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Department of Commerce, Washington, DC. Minority Business Development Agency.
Pub Date—[88]
Note—58p.
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Audiovisual Aids, Black Businesses, *Business, *Business Administration, *Career Awareness, Career Guidance, Community Colleges, *Entrepreneurship, Instructional Materials, *Minority Groups, Program Descriptions, *School Business Relationship, Two Year Colleges
Identifiers—*Minority Business Enterprise Project
The Minority Business Enterprise Project (MBEP) was established to provide business awareness activities for minority youth to introduce them to the possibility of business ownership as a career and to build the skills of current minority business owners to help ensure their success and continued development. During the 2-year span of the project, 20 member institutions received grants ranging from $10,500 to $12,500 to implement project activities. Although all projects met minimal required goals, the most successful projects were all characterized by creative and imaginative program leadership, institutional commitment, a broad-based advisory committee, and faculty involvement. The project report includes an overview of the history of the MBEP, an evaluation summary, and recommendations to improve the MBEP's chances for success during its next funding cycle. In addition, short descriptions of the MBEP activities of the 20 participating colleges are presented, followed by an annotated list of audiovisual and instructional resources for minority business development, including ordering information and prices. (UCM)

ED 292 535 JC 880 193
Boatright, Joyce Lestarjette, Steve
Houston-Area Community Colleges Reap Rewards of Cooperative Television Campaign. Presentation to the National Council of Community Relations National Conference.
Gulf Coast Consortium, TX.
Pub Date—Mar 88
Note—17p.; Presentation by the Gulf Coast Consortium to the National Conference of the National Council of Community Relations (Orlando, FL, March 8-11, 1988). Document printed on grey paper.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, Community Colleges, Consortia, Enrollment Influences, *Institutional Advancement, Marketing, *Mass Media, *Program Costs, Program Effectiveness, *Television Commercials, Two Year Colleges
In response to a statewide economic crisis resulting in a 9% funding cut for Texas community col-

leges, the presidents of nine Houston area community colleges formed a consortium to pool their resources and aggressively market the colleges. Since 1986, the Gulf Coast Consortium has mounted late-summer television and radio advertising campaigns to raise the image of the community colleges and hence public interest in individual institutions, and to increase awareness of community colleges as a viable alternative to higher-priced senior institutions. The advertising campaigns, which target the traditional student age group and women re-entering the workforce, are designed to dispel the negative perceptions held by area adults about the prestige, educational quality, and student caliber of the community colleges, while underscoring the benefits of a community college education. The consortium's first campaign resulted in a gain of more than 473,000 contact hours, for a minimal investment of $150,000. A revised campaign the following year delivered another 3.5% increase in contact hours. Rather than utilize the services of an advertising agency as in previous years, the 1988 campaign is being researched, written, produced, and placed on the air by in-house professionals at a great reduction in cost. (UCM)

PS

ED 292 536 PS 017 045

Child Care Issues Study. Washington State. A Joint Report of the Higher Education Personnel Board and State Personnel Board.

Washington State Higher Education Coordinating Board, Olympia.

Pub Date—Oct 86

Note—75p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, *Government Employees, *Program Improvement, *State Government, State Legislation, State Surveys

Identifiers—*Washington

In its 1986 regular session, the 49th Legislature of the State of Washington enacted legislation related to the day care needs of State employees. This report was submitted to satisfy the legislation's requirement that the Higher Education and State Personnel Boards study their governing statutes and administrative rules, coordinate their efforts, and submit to the Legislature a joint report containing the results of their work. Contents provide: (1) the text of Engrossed House Bill No. 1656, codified as RCW 41.04.385 RCW; (2) background information; (3) a summary of findings and recommendations; (4) concerns expressed by employees and representatives of labor organizations and findings of a survey of 32 State agencies concerning provisions, practices, and proposals; and (5) conclusions from the input and findings with recommendations for improved practices. (RH)

ED 292 537 PS 017 047

Jervis, Kathe, Ed.

Schools for Children: Multiple Perspectives on Meeting the Needs of the Elementary School Child. An Account of the Annual Conference (1st, New York, NY, January 24, 1986).

Elementary School Center, New York, NY.

Pub Date—24 Jan 86

Note—45p.; For related document, see ED 274 431.

Available from—Elementary School Center, 2 East 103 Street, New York, NY 10029 ($5.00, plus $0.90 postage).

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Ability, *Cognitive Processes, *Educational Practices, Elementary Education, *Elementary School Students, *Individual Differences, *Memory, Peer Influence

Identifiers—Critical Analysis

The conference described in this report was designed to explore fundamentally important aspects of educating 3- through 13-year-old children in a variety of school settings. A total of 250 participants, representing 17 states, attended. This volume provides the text of a conference paper by Melvin D. Levine, M.D., entitled "The Challenge of Developmentary Education: Preserving Natural Diversity." Sections of the discussion focus on individual differences in young children's memory, selection and registration, storage, consolidation of material, active working memory, automatization of basic subskills, retrieval, and interferences with children's memory. Concluding remarks identify 10 societal issues to consider in thinking about possible reorientations of the elementary school. Also included are a few comments made at the conference by Dr. Ruth Love, the keynote speaker, and by workshop discussants, as well as a list of participants and three collaboratively written verses about education. (RH)

ED 292 538 PS 017 049

Fassinger, Polly Rathge, Richard W.

Single Parents in North Dakota: A Statistical Portrait. North Dakota Census Data Center, Report Series No. 1.

North Dakota State Univ., Fargo. Dept. of Agricultural Economics.

Pub Date—Apr 85

Note—40p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Demography, *Economic Factors, Family Size, Income, Labor Force, *One Parent Family, Poverty, Statistical Data

Identifiers—*North Dakota

This report, which is designed to develop a clearer perception of the characteristics of single parents in North Dakota, describes single men and women who lived with their children but without a spouse in 1970 and in 1980. The parents' gender, marital status, race, age, income, poverty status; the number of children with whom they lived; and the mothers' labor force participation are discussed. Comparison of the data indicated that in 1980 a total of 1,300 more North Dakotan children lived in a one-parent home than in 1970. Data from 1979 showed that single mothers had median incomes well below that of two-parent family households in the state. Many single parents were impoverished in 1979, but were nevertheless usually employed. Appendices provide 12 tables, 4 figures, and comments on the data sources: the U.S. Bureau of the Census' 1970 and 1980 Public Use Microdata Samples for North Dakota. (RH)

ED 292 539 PS 017 123

Parental Leave: Estimated Costs of H.R. 925, the Family and Medical Leave Act of 1987. Report to the Subcommittee on Labor-Management Relations, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C.

Report No.—GAO/HRD-88-34

Pub Date—Nov 87

Note—20p.

Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 25% discount on orders of 100 or more).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Cost Estimates, *Federal Legislation, Federal Programs, Financial Support, *Fringe Benefits, *Health Insurance, *Leaves of Absence, National Programs, National Surveys, Parents, Public Health Legislation

Identifiers—General Accounting Office, *Parental Leave, Proposed Legislation, Sick Leave

This report examines the estimated costs of implementing H.R. 925, the Family and Medical Leave Act of 1987, as amended. This bill permits employees to take up to 10 weeks of unpaid leave over a 2-year period upon the birth or adoption of a child or serious illness of a child or parent and up to 15 weeks every 2 years for their own illness. Upon returning to work an employee is guaranteed the same, or an equivalent, job. In the first 3 years after enactment, firms employing 50 or more people are subject to the legislation, and thereafter firms employing 35 or more people must provide these benefits. Employers would be required to continue health benefits for a worker on unpaid leave on the same basis as if the employee were working. The GAO research entailed the review of studies of employer parental leave policies and practices in the United States and elsewhere to identify: (1) the extent that firms currently offer unpaid leave similar to this legislation; (2) the likely number of users of unpaid leave and the expected length of absence, and (3) how companies cope with the absence of workers taking such a leave. Study results indicate that for leave to care for new children the estimated cost to employers will be about $90 to $102 million annually. Estimated cost of leave to care for seriously ill children is between $10 and $11 million annually; estimated cost of leave to care for seriously ill parents is $35 to $38 million annually; and health insurance cost to employers for temporary medical leave is estimated to be about $53 to $61 million annually. The lower figures in these estimates are for firms having 50 or more employees while the higher figures include firms with between 35 and 49 employees. (RWB)

ED 292 540 PS 017 146

Moriarty, Sheila And Others

Making Child Care Work. Report to the 1987 Minnesota Legislature by the Child Care Task Force.

Minnesota Council on Child, Youth and Families, St. Paul.

Spons Agency—Minnesota State Dept. of Human Services, St. Paul.

Pub Date—Jan 87

Note—196p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Certification, *Day Care, *Day Care Centers, *Educational Facilities Improvement, Insurance, *Program Improvement, *State Government, *State Programs, Statewide Planning, Teacher Education Programs, Teacher Qualifications

Identifiers—Meal programs, Minnesota

This report makes recommendations to the 1987 Minnesota Legislature on some actions that can be taken to improve Minnesota's child care system and make it work more effectively. The first section of the report documents the growing need for child care, emphasizing the number of children in Minnesota, the number of women in the labor force, changes in family structure and economic conditions, and the need for flexible child care arrangements. The second section focuses on the task force's findings and recommendations regarding: (1) availability of insurance for day care providers; (2) administration of the child care food program; (3) indicators of quality child care; (4) ratios and age grouping of children; (5) fire safety standards; and (6) regulations of child care services. Results from a telephone survey of 115 Minnesota child care providers are given in the third section, which also contains a copy of the survey questionnaire. The final section describes the Minnesota Council on Children, Youth, and Families, and lists the Child Care Task Force's members. Attached are eight appendixes on the topics of: (1) day care liability insurance survey results; (2) the child care food program; (3) fire safety in day care; (4) competency standards: Minnesota Family Day Care Training and Assessment Project; (5) licensing and alternative forms of regulation; (6) research on indicators of quality in child care; and (7) community meetings. A bibliography with 25 references concludes the report. (SKC)

ED 292 541 PS 017 174

Infancy to Adolescence: Opportunities for Success. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Pub Date—28 Apr 88

Note—153p.; Portions contain small print.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-03554-1, $4.50).

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, Birth, Child Development, *Children, Early Childhood Education, Early Parenthood, Educational Opportunities, Family Environment, Family Influence, Health, Hearings, *High Risk Persons, Infants, Models, Parent Child Relationship, Poverty, *Prevention, *Program Effectiveness, *Quality of Life

Identifiers—Congress 100th, Psychosocial Development

The main purpose of the hearing reported in this document was to expand the knowledge of the Select Committee on Children, Youth, and Families concerning early intervention at several critical points during infancy, early childhood and early and later adolescence. Six distinguished researchers in child development gave testimony at the hearings and also submitted prepared statements. The focus of the testimony was to present state-of-the-art find-

ings about how to prevent damage to children and how to ensure their well being. The research experts testified on those areas where consensus of research is clear, and where public policy should reflect that consensus. They also pointed out issues regarding childhood and adolescence that require further research before a consensus can be reached. Findings of a recent study which compared the U.S. record on infant mortality and morbidity and preventive measures with the record of 10 Western European countries are included, as are the findings of the American Psychological Association's Task Force on Promotion, Prevention and Intervention Alternatives whose mission was to identify successful prevention models and programs where evidence of effectiveness was convincing. (RWB)

ED 292 542 PS 017 178
Gnezda, Terry
State Fiscal Policies for Child Care and Early Childhood Education.
National Conference of State Legislatures, Denver, CO.
Spons Agency—Carnegie Corp. of New York, N.Y.
Report No.—ISBN-1-55516-184-7
Pub Date—Oct 87
Note—12p.
Journal Cit—State Legislative Report; v12 n7 Oct 1987
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Coordination, *Day Care, *Early Childhood Education, Employees, Employer Supported Day Care, Federal Aid, *Financial Policy, Financial Support, Grants, National Surveys, School Funds, *State Programs
Although this State Legislatve Report is not intended to be a comprehensive or exhaustive report of funding methods used by all 50 states, it does present several examples of the alternatives states use to finance child care and early childhood education programs. Discussion focuses on background issues, child care fiscal policies, early childhood education fiscal policies, and approaches designed to coordinate child care and early childhood education. It is concluded that a variety of state strategies exist to fund child care and early childhood education programs. However, since the programs are tied to different social goals and administered by different agencies, state spending strategies for child care are generally independent of those for early childhood education. In some cases, states are beginning to look for methods of coordination to minimize expenditures. In the future, the major challenge facing the states will be to pursue fiscally responsible child care and early childhood education policies that ensure the availability and accessibility of quality services for the growing numbers of children and families who will need them. (RH)

ED 292 543 PS 017 179
Flaim, Denise
Child Care for State Employees: A 50-State Survey.
National Conference of State Legislatures, Denver, CO.
Report No.—ISBN-1-55516-184-7
Pub Date—Feb 88
Note—15p.
Journal Cit—State Legislative Report; v13 n4 Feb 1988
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cost Effectiveness, *Day Care, Educational Quality, *Fringe Benefits, *Government Employees, National Surveys, Program Improvement, *State Programs
To respond to the need for information about states' provision of child care services to state employees, the National Conference of State Legislatures conducted a 50-state survey on the status of state employee child care. The survey's purpose was to quantify state efforts to increase the affordability, availability, accessibility, and quality of child care for parents employed by the state. This paper provides background information about employer-supported child care, reports the results of the survey, and provides a list of contacts in the states. It was found that half of the states provided some type of child care support for state employees. Many programs of limited scope were tests of the feasibility and effectiveness of larger programs. State legislatures in a number of states without such programs are currently considering the provision of them. The trend in state legislatures is toward a coordinated approach to family, children, and work. States recognize that efforts to improve accessibility affect the affordability of child care, and efforts to improve the affordability of child care affect its quality. High quality, subsidized on- and near-site centers have been the most common way to approach all three issues simultaneously. Because of the high costs and commitment required by such programs, employers have begun to implement alternative, cost effective approaches. (RH)

ED 292 544 PS 017 206
Mills, Belen C. Stevens, Ann
Parental Role Perceptions of Young Children with Employed and Nonemployed Mothers.
Pub Date—[84]
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childhood Attitudes, *Employed Parents, Fathers, *Mothers, *Nuclear Family, *Parent Role, *Preschool Children, *Role Perception, Sex Differences, Unemployment, Whites
The Perception of Parents Interview Schedule was administered to 47 Caucasian, 4-year-old children from intact families to determine if mothers' employment status affected children's parental perceptions. Findings indicated that young children of employed mothers perceived their parents' roles differently from the children of nonemployed mothers. Differences appeared in the children's perceptions of the same-sex parent. Daughters of employed mothers perceived their mothers to be the smarter parent, the parent who most often gave them treats, and the parent they depended on most for help and protection. Sons, regardless of mother's employment, perceived fathers as the smarter parent. Daughters and sons perceived the father to be the boss of the house. The children wanted to grow up to be like their same-sex parent. (RH)

ED 292 545 PS 017 209
Williams, Roberton C.
Trends in Family Income: 1970-1986.
Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date—Feb 88
Note—145p.
Available from—Superintendent of Documents, Government Printing Office, Washington, DC 20402 ($6.00; 25% discount on 100 or more copies).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Demography, *Economic Factors, *Family (Sociological Unit), *Family Characteristics, *Family Income, *National Norms, Poverty, Research Methodology, *Social Influences, Tables (Data)
Comparing the experiences of different types of families, this report analyzes family incomes in the United States from 1970 to 1986. The adjusted family income (AFI) measure used in the analysis corrects for family size and for inflation, but does not take account of either in-kind income or taxes. After a section summarizing the report's contents, Chapter I discusses issues in measuring family income. Chapter II reports family income in 1986, in terms of income by (1) family type, (2) age of family head, (3) number of workers, and (4) sources of income. Chapter III reports income trends across the 16-year period, discussing trends in terms of the four categories enumerated above. Chapter IV focuses on factors affecting family income, including macroeconomic conditions, government policies and cash transfer programs, demographic characteristics, and number of workers per family. Appendices provide demographic and income data, 1970-1986; data on income, price indexes, and poverty thresholds; poverty statistics for families, 1970-1986; a note on limitations of the March 1987 Current Population Survey for the years 1971 through 1987; and data on income distributions by family type. (RH)

ED 292 546 PS 017 216
Child Care Centers in Park Settings.
Child Care Management Resources.; Elicker (John B.) Architects, Columbia, MD.; Giegerich & Associates, Inc., Rockville, MD.
Spons Agency—Maryland - National Capital Park and Planning Commission, Silver Spring.
Pub Date—Oct 87
Note—160p.; For related documents, see PS 017 217-218.
Available from—Maryland-National Capital Park and Planning Commission, 8787 Georgia Avenue, Silver Spring, MD 20910 ($5.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Community Planning, *Community Resources, Community Surveys, *Day Care Centers, Early Childhood Education, Facility Case Studies, Facility Guidelines, *Parks, *School Location, Site Analysis, *Standards
Identifiers—*Maryland (Montgomery County)
One of three studies of child care which addressed a variety of planning and site planning issues of concern to the Montgomery County Planning Board in Silver Spring, Maryland, this study reports findings related to the location of child care facilities in park settings. Principal purposes of the study were to: (1) analyze the community impact of child care centers operating in recreation or community buildings, schools, and modulars in park or park-like settings; (2) evaluate site planning factors for child care centers in park settings; (3) suggest site planning guidelines; and (4) discuss the planning and land use implications of child care centers in existing buildings or modulars in park settings. Surveys were made of center operators, neighbors of centers, and parent transportation practices and attitudes. Traffic and parking patterns at centers, and physical characteristics of sites, were assessed. The suitability of various types of parks for child care facilities was evaluated. Eleven general classifications of Montgomery County parks were briefly described and evaluated for their general suitability for child care centers. Several site plan sketches are included and related materials, such as survey instruments and tables of data are appended. (RH)

ED 292 547 PS 017 217
Child Care Centers in Commercial Settings.
Child Care Management Resources.; Elicker (John B.) Architects, Columbia, MD.; Giegerich & Associates, Inc., Rockville, MD.
Spons Agency—Maryland - National Capital Park and Planning Commission, Silver Spring.
Pub Date—May 87
Note—139p.; For related documents, see PS 017 216-218.
Available from—Maryland-National Capital Park and Planning Commission, 8787 Georgia Avenue, Silver Spring, MD 20910 ($5.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Business, Community Planning, *Community Resources, Community Surveys, Community Zoning, Costs, *Criteria, *Day Care Centers, Early Childhood Education, Facility Case Studies, Facility Guidelines, *School Location, *Site Analysis, Standards
Identifiers—*Maryland (Montgomery County)
This study, which is part of a review of the child care elements of local zoning ordinances conducted in 1986 for the Montgomery County Board in Silver Spring, Maryland, addresses planning and site planning issues that arise from the locating of child day care facilities in commercial settings. Principal purposes of the study were to: (1) analyze the cost of establishing child care facilities in commercial areas; (2) evaluate site planning factors, including traffic, parking, outdoor play areas, safety, security, and landscaping; (3) recommend specific site planning criteria to be used for the review of proposed child care facilities in commercial settings in Montgomery County; and (4) develop parameters for encouraging or assuring the provision of child care facilities in commercial areas. Findings of detailed surveys of operators, developers, and owners, as well as visual analyses, indicated differences based on location and principal uses of the buildings in which centers were located. Proposed minimum standards concerned parking requirements for freestanding facilities and the provision of designated child pickup and delivery zones. Site planning guidelines provide criteria for several facility design concerns. Factors influencing costs are identified and means of encouraging or assuring provision of care in commercial areas are discussed. Several site plan sketches are included and survey instruments are appended. (RH)

ED 292 548 PS 017 218
Small Child Care Facilities in Residential Areas.
Child Care Management Resources.; Elicker (John

B.) Architects, Columbia, MD.; Giegerich & Associates, Inc., Rockville, MD.
Spons Agency—Maryland - National Capital Park and Planning Commission, Silver Spring.
Pub Date—Mar 87
Note—156p.; For related documents, see PS 017 216-217.
Available from—Maryland-National Capital Park and Planning Commission, 8787 Georgia Avenue, Silver Spring, MD 20910 ($5.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Certification, Community Attitudes, *Community Resources, Community Surveys, Community Zoning, *Criteria, *Day Care Centers, Early Childhood Education, Facility Case Studies, Facility Guidelines, *Neighborhoods, *School Location, *Site Development, Transportation
Identifiers—*Maryland (Montgomery County)
One part of a three-part investigation prepared for the Montgomery County Planning Board in Silver Spring, Maryland, this study addresses planning and site planning issues arising from the location of child care facilities in residential settings. The study, which emphasizes homes and centers which care for 7 to 20 children, provides a detailed analysis of the impact of child care facilities in residential zones. Section I establishes that Montgomery County had an increased number of working parents needing child care services and insufficient facilities to serve them. Zoning codes, development review criteria, and licensing practices of the Montgomery and Washington D.C. areas are analyzed in Section II. Section III summarizes results of a survey of 8 providers operating centers in their own homes and 3 offering care in centers not used as residences, 17 neighbors of providers, and 79 parents of enrolled children. Also conducted were parent transportation surveys and cost analyses derived from visual analyses of facilities. Section IV evaluates current site planning minimum requirements and proposes site planning guidelines to address issues such as signs, parking, landscaping, fences, barriers, play areas, and site development. Section V offers recommendations. Several site plan sketches are included and related materials, such as a glossary, extensive data tables, survey instruments, and county zoning ordinances, are appended. (RH)

ED 292 549 PS 017 221
Payton, David A.
Resource Monograph on the Middle Grades: The Pupils, the Programs, the Instructional Processes.
New York State Education Dept., Albany.
Pub Date—87
Note—117p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Disabilities, *Educational Needs, Educational Trends, Elementary Education, *Family Influence, Grade 7, Grade 8, *Individual Development, Junior High Schools, *Junior High School Students, Middle Schools, *Preadolescents, *Program Implementation, Social Influences
Identifiers—New York, *Program Requirements
This resource monograph updates 1983 and 1984 resource monographs intended as reference tools for New York State school districts considering grade-level reorganization of educational programs for early adolescents. The chapters of this document: (1) summarize contents of the previous monographs; (2) discuss current research and information on middle grades students in terms of emotional, physical, intellectual, psychological, social, and personal development; (3) describe the societal and familial contexts of adolescent development and provide statistics describing the adolescent learner; (4) discuss in a developmental framework the educational and other needs of the early adolescent student; (5) provide a brief explanation of Part 100 of the Regulations of the New York State Commissioner of Education concerning requirements for grades seven and eight; (6) describe how school districts are implementing the requirements of Part 100; (7) provide a discrepancy analysis contrasting what is desirable and what actually occurs in programs for seventh and eighth grade students; and (8) present issues relative to Part 100. A list of references is provided for each chapter. Appended are regulations of the Commissioner concerning program requirements for students in grades seven and eight, a summary of the findings of the New York State School Boards Association (NYSSBA) 1986 survey on educational trends in the middle grades, a summary of the NYSSBA's recommendations, and a supplemental bibliography regarding research on middle grades students with handicapping conditions. (RH)

ED 292 550 PS 017 222
American Families in Tomorrow's Economy. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (July 1, 1987).
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Pub Date—88
Note—279p.; Document contains some small print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-0642-1, $8.00).
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Costs, Day Care, Early Childhood Education, *Economic Factors, *Employment Patterns, *Family Life, *Family Problems, Federal Government, *Futures (of Society), Government Role, Health Insurance, Hearings, Housing, Public Policy, *Socioeconomic Status
Identifiers—Congress 100th
The Select Committee on Children, Youth, and Families of the House of Representatives, 100th Congress, held a hearing to review financial pressures likely to confront American families in the future. Experts' testimony first focused on: (1) recent trends in the economic status of children; (2) the issue of whether the growth of the service sector of the economy contributes to the decline of the status of the middle class; and (3) changes in job policies that have resulted in declines in income and the middle class, increases in poverty, and the basic inability of families to meet financial needs. Discussion identified the need for specific information on why people work part-time, how many would work full-time if possible, and how day care affects the ability to work full-time or part-time. (Such information is provided in the text in reprints of articles and survey data.) Subsequent testimony reported trends in the demand for and supply of child care, cost of child care between 1975 and 1985, college costs and ability to pay for college, and health insurance coverage among children and families with children. Testimony also reported on historical changes in housing policy and what can be done to help families who are inadequately housed. Concluding testimony concerned the role of the federal government in addressing family problems. (RH)

ED 292 551 PS 017 223
Alternative Reproductive Technologies: Implications for Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (May 21, 1987).
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Pub Date—87
Note—240p.; Document contains some small print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06404-8, $6.50).
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Abortions, Civil Rights, Contraception, Costs, Federal Government, Federal Legislation, Government Role, Hearings, Public Policy, *Reproduction (Biology), State Legislation, *Technological Advancement, Values
Identifiers—Congress 100th, Infertility
A hearing was held for the purpose of receiving testimony about alternative reproductive technologies and their implications for children, families, and society. Testimony provided: (1) a comparison of in vitro fertilization and gamete intrafallopian transfer, and trends in in vitro fertilization; (2) a summary of definitions, statistics, and the human and financial costs of infertility; (3) an argument for addressing underlying social causes of infertility; (4) a discussion of the Vatican's position on the human dignity of the child and the integrity of marriage and the family, and application of these principles to federal policy on in vitro fertilization; (5) an exploration of the implications of married couples' rights to reproduce coitally in relation to rights of infertile couples to use noncoital techniques to procreate; (6) recommendations for state and federal legislation; (7) a consideration of the role of federal and state laws and how they should develop in relation to knowledge about alternative reproduction; and (8) arguments against contraception and abortion. Included are articles on noncoital reproduction and the law, and on implications of a constitutionally protected right to procreate for a wide range of reproductive choices made possible by noncoital reproductive technologies. Fact sheets submitted by the committee minority are included. (RH)

ED 292 552 PS 017 226
Finkelhor, David And Others
Sexual Abuse in Day Care: A National Study. Executive Summary.
New Hampshire Univ., Durham. Family Research Lab.
Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date—Mar 88
Grant—NCCAN-90-CA-1155; NIMH-5-T-32-MH-15161-10
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, *Day Care, Disclosure, Early Childhood Education, *Incidence, *Intervention, National Surveys, *Prevention, *Sexual Abuse, Victims of Crime
Described in this executive summary is a study attempting to identify and analyze all cases of sexual abuse in day care settings that were reported in the United States from January 1983 through December 1985. The study described the problem of sexual abuse in day care in terms of its incidence, perpetrators, victims, dynamics, disclosure, impact on children, and risk factors. It also documented the experiences investigators and prosecutors have had in responding to the problem. In addition to general recommendations concerning ways to respond to sexual abuse of children, specific recommendations are offered for prevention, detection, investigation, and intervention. (RH)

ED 292 553 PS 017 227
Garnier, Catherine
Representations of Cooperative Interactions and Their Development in Preschoolers (Representation des composantes de la cooperation au prescolaire dans des situations ludiques libres).
Quebec Univ., Montreal.
Pub Date—Oct 87
Note—28p.; The basic document (21p.) is in French; it is preceded by a 5-page precis in English.
Available from—Centre Interdisciplinaire de Recherche sur l'Apprentissage et le Developpement en Education (CIRADE), Universite du Quebec a Montreal, X-7115, C.P. 8888, Succ. A Montreal. H3C 3P8, Quebec, Canada ($2.00).
Language—English; French
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age Differences, Child Development, *Cooperation, Developmental Stages, Foreign Countries, *Interpersonal Relationship, *Preschool Children, *Social Cognition, *Social Development
Six groups of children 2- to 4-years-old were videotaped and interviewed during five 30-minute free play sessions for the purpose of investigating the evolution of children's conceptions of the process of cooperation. Children's answers were organized into six themes, each of which described some aspect of cooperative activity. For each theme, children's answers were classified according to a hierarchy of four levels. Themes included: (1) group participation; (2) activity within the group; (3) objects used in the activity; (4) rules governing the activity; (5) roles associated with the activity; and (6) coordination of actions. Findings indicate that there is no sudden appearance of a higher level of conceptualization at a given age, but rather a process of maturation of potentialities. In addition, because children's levels of conceptualization were not equivalent for each theme, an analysis of a child's conception of cooperation necessitated the use of more than a single criterion. The children's representation of cooperation was dependent on the way they organized their conceptions of the different themes, and the articulation of these themes would undergo adjustments depending on the inter-

relations the children were involved in. (PCB)

ED 292 554 PS 017 228
Crockenberg, Susan B.
An Interactive Approach to the Study of Infant Temperament, Maternal Caregiving, and Behavioral Outcome.
Pub Date—Jul 87
Note—13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attachment Behavior, *Child Rearing, *Infant Behavior, *Infants, *Mothers, Parent Attitudes, Parent Child Relationship, *Personality, *Predictor Variables, Research Problems
This paper reviews research on the relationship between infant temperament and maternal caregiving, and discusses conflicting findings. After emphasizing the central importance of independent measures in tests of interactions between temperament and caregiving, the paper reports two studies designed to clarify the relationship. In Study One, 48 mothers and infants participated in an investigation of the extent to which maternal sensitivity at the end of the infant's first year could be predicted from prenatal maternal attitudes, infant irritability during the neonatal period, or an interaction between both. Findings were consistent with the view that the impact of infant temperament on caregiving depends on caregiver characteristics, such as developmental history, personality, experience, and stress. An association between infant irritability and maternal insensitivity appeared to evolve over time. In Study Two, conducted from infants' 3rd to 24th month, 40 mothers and their infants participated in an investigation of the antecedents of angry and punitive maternal behavior and the predictors of child anger, noncompliance, low confidence, and social withdrawal. Findings suggested that the origins of anger, noncompliance, and low confidence in children cannot be attributed solely to patterns of maternal care. Concluding discussion explores implications of the findings for studies of attachment and recommends directions for future research. (RH)

ED 292 555 PS 017 229
Papousek, Mechthild
Melodies in Motherese in Tonal and Nontonal Languages: Mandarin Chinese, Caucasian American, and German.
Max-Planck-Inst. for Psychological Research, Munich (West Germany).; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date—Jul 87
Note—12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biological Influences, Cross Cultural Studies, English, German, *Infants, *Language Patterns, *Language Universals, Mandarin Chinese, Parent Child Relationship, *Parents, Tone Languages, *Verbal Communication, Whites
Identifiers—Chinese People, Germans, Melody, *Motherese
In a comparison of the melodies in the speech of Mandarin Chinese and Caucasian American mothers, striking similarities were found: (1) in the overall distribution and average structure of melodic contours; (2) in close contextual links to given forms of intuitive parental care; and (3) in a tendency to neglect lexical tones in favor of pitch modulation. These findings strongly support the notion of a cross-cultural universality of maternal melodies, and indicate a primary biological determination. At the same time, significant differences were found with regard to the extent of speech adjustments. Chinese mothers raised their overall pitch less and expanded pitch excursions less than did American mothers. This finding reflects certain constraints on pitch modulation which may be explained linguistically and culturally. Chinese mothers compensated for such constraints through a high proportion of unconstrained modeling sounds. (PCB)

ED 292 556 PS 017 230
Dusek, Jerome B. Litovsky, Viviana G.
Maternal Employment and Adolescent Adjustment and Perceptions of Child Rearing.
Pub Date—26 Mar 88
Note—19p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 26, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Adolescents, Age Differences, *Childhood Attitudes, *Child Rearing, *Employed Parents, Fathers, *Mothers, Parent Role, Sex Differences
In this investigation of the effects of maternal employment on adolescents, 88 male and 128 female adolescents from grades 7 through 12 completed the Children's Report of Parental Behavior Inventory and the Inventory of Psychosocial Development. Several questions were addressed: (1) Does maternal employment status influence adolescents' perceptions of child rearing? (2) Does maternal employment influence adjustment as a function of perceptions of mothers' or fathers' perceived child rearing? and (3) Does maternal employment influence perceptions of child rearing and adjustment differentially across age or sex? Findings revealed that maternal employment was not related to adjustment, either directly or in interaction with perceptions of maternal or paternal child rearing practices. Maternal employment interacted with developmental level in perceptions of child rearing. Parents were perceived by adolescents in grades 7 and 8 as being more accepting when mother did not work or worked only part-time; the same perception was held by adolescents in grades 9 and 10 when mother did not work, and by those in grades 11 and 12 when mother worked full-time. The same trend was found for perceptions of parents allowing psychological autonomy. Higher perceived acceptance and lower perceived use of psychological control by both parents were related to better adjustment among adolescents. (RH)

ED 292 557 PS 017 231
Witt, Virginia, Ed.
A Children's Defense Budget: FY 1989. An Analysis of Our Nation's Investment in Children.
Children's Defense Fund, Washington, D.C.
Spons Agency—Charles H. Revson Foundation, Inc., New York, NY.; New York Community Trust, N.Y.; Rockefeller Family Fund, Inc., New York, N.Y.
Report No.—ISBN-0-938008-64-1
Pub Date—88
Note—359p.
Available from—Children's Defense Fund, 122 C Street, N.W., 4th Floor, Washington, DC 20001 ($14.95, plus $1.50 postage).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Abuse, *Child Advocacy, *Childhood Needs, Child Neglect, Civil Rights, Day Care, Disabilities, Early Parenthood, Education, Family Income, *Federal Government, Federal Legislation, *Government Role, Health, *High Risk Persons, Homeless People, Housing, Juvenile Courts, *Poverty, Prevention, Public Policy, Runaways, Youth Employment
Identifiers—*Childrens Defense Fund, Congress 100th, Project Head Start, Reagan Administration
The introduction to this analysis of the federal budget and investment in children in 1988 argues that American children are not physically, educationally, economically, or spiritually safe. The introduction also describes characteristics of the children; specifies a five-point policy agenda for 1988 that emphasizes preventive measures; and discusses 10 steps advocates can take in implementing the new agenda. Subsequent sections provide a description of the legislative agenda of the Children's Defense Fund (CDF) for the 100th Congress, the CDF's nonpartisan voting record of 1987, and an executive summary. Other sections focus on health, family income, homelessness and housing, food assistance, education, youth employment, prevention of adolescent pregnancy and development of youths' self-sufficiency, child care, Head Start, abused and neglected children and others with special needs, runaway youths and others in the juvenile justice system, and civil rights. In each major section, substantive discussion depicts the scope, causes, and effects of the problem; describes positive and negative aspects of current Federal programs; critiques the Reagan administration's proposals for 1989; and states the CDF's recommendations for action. Appendices provide extensive data on children, poverty, and federal programs; information about Congress; and lists of resource organizations and the staff of the CDF. (RH)

ED 292 558 PS 017 232
Gomez-Pedro, J. And Others
Early Intervention and Mother-Infant Interaction during the First Three Months of Life.
Pub Date—Jul 87
Note—12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Portions of tables contain marginally legible print.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attachment Behavior, Behavior Change, *Child Rearing, Foreign Countries, *Infants, *Intervention, *Mothers, *Parent Child Relationship
Identifiers—Brazelton Neonatal Behavioral Assessment Scale, *Homeostasis, Portugal
A clinical intervention based on behavioral items from the Brazelton Neonatal Behavioral Assessment Scale (BNBAS) was implemented at a hospital among 40 lower middle class Portuguese mothers between 18 and 35 years old 3 days after delivery. The intervention aimed to promote mother-infant attachment by increasing mothers' awareness of the individual social competencies of their newborn and mothers' proficiency in interacting with infants. Infants were observed for about 30 minutes and assessed with the BNBAS on the 3rd and 28th day of life. Mothers assigned to the experimental group were visited by a pediatrician who demonstrated BNBAS items of animated visual and auditory sensorial orientation, consolability, and cuddliness. On an individual basis, mothers were invited to elicit auditory performances of infants, and talk to, console, and hold them. Mother-pediatrician dialogue focused on infants' observed competencies and behaviors. A control group of 20 mothers received instruction on special pediatric care they should provide. Two instruments were used twice to measure changes in mothers' attitudes and expectations, and one was used to assess mothers' perceptions of their babies. Videotaped behavioral interactional sequences were analyzed with Lieberman's Observation Scale to determine to what extent dyads had achieved homeostasis and attachment. Findings suggested that the early intervention led to positive changes in maternal and infant behavior. (RH)

ED 292 559 PS 017 233
Status of Day Care in Canada 1985: A Review of the Major Findings of the National Day Care Study, 1985 = Situation de la garde de jour au Canada, 1985: Revue des principales conclusions de l'etude nationale menee en 1985.
National Day Care Information Centre, Ottawa (Ontario).
Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).
Pub Date—85
Note—38p.; For 1983 report, see ED 259 823; for 1984 report, see ED 261 789.
Language—English; French
Pub Type— Reports - Research (143) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Age Groups, *Day Care, Early Childhood Education, *Employed Parents, Foreign Countries, *Incidence
Identifiers—*Canada
Intended primarily for Canadians, and written in both French and English, this study aims to present a general overview of day care services in Canada in 1985 in terms of an ongoing statistical examination of the rate of growth in day care provision. Since 1973, questionnaires have been distributed annually to day care officials in each province and territory. Questionnaires are followed up by a telephone call or personal visit during which difficulties encountered in gathering information are discussed. Day care associations and informed individuals are also contacted as supplementary sources of information. Data in this report concern the increase in day care spaces, age groups served by day care programs, sponsorship of day care centers, and full-time day care spaces in Canada in relation to the number of day care-age children whose parents are in the labor

market. (RH)

ED 292 560 PS 017 234
What Every American Should Be Asking Political Leaders in 1988: About Children and the Future, About Leadership and Vision, about National Values and Priorities.
Children's Defense Fund, Washington, D.C.
Pub Date—88
Note—25p.
Available from—Children's Defense Fund, 122 C Street, N.W., 4th Floor, Washington, DC 20001 (Single copy is free. Send $1.00 for postage.)
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Background, *Child Advocacy, *Children, *Family Life, *Political Issues, Social Action, *Social Influences, *Social Problems
This questionnaire-style pamphlet was designed for child advocates, community activists, professionals, public officials, policymakers, parents, citizens, members of the media, political leaders, and those seeking public office in 1988. The focus is primarily on issues affecting American children and families and on facts having implications for the well-being of all Americans. For each topic considered, a brief factual presentation is given, followed by a series of questions designed to elicit readers' responses/solutions to the problems raised. Content includes material on (1) child and maternal health; (2) child care; (3) hungry, abused, neglected, and special needs children; (4) housing supply and homelessness; (5) education and training; (6) higher education; (7) successful preventive investment programs for children; (8) children and families in poverty; (9) prevention of teenage pregnancy and provision of positive life options for youths; (10) young families; (11) black families and children; (12) the role of government; (13) vision, character, and leadership; (14) national priorities; (15) world priorities; (16) a basic "social literacy" test for every candidate for public office; (17) information about the Children's Defense Fund; (18) and a pledge of responsibility for children. Additional aims of the pamphlet are to: (1) promote a national consensus on the importance of preventive investment in children and youths and a commitment from every candidate running for any office in 1988 to ensure that the basic needs of every child are met; and (2) provoke thoughtful discussion among Americans about national direction and the kind of leaders needed as the 21st century approaches. (RH)

ED 292 561 PS 017 236
Maza, Penelope L. Malm, Karin E.
CWLA Salary Study 1987 with Projections for 1988 and 1989.
Child Welfare League of America, Inc., Washington, DC.
Report No.—ISBN-0-87868-289-9
Pub Date—87
Note—51p.
Available from—Child Welfare League of America, Inc., 440 First Street, N.W., Suite 310, Washington, DC 20001-2085 (Stock No. 2899, $24.95).
Pub Type— Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors—Child Welfare, Comparative Analysis, *Salaries, *Social Workers, Tables (Data), *Voluntary Agencies, *Welfare Agencies
In 1987 the Child Welfare League of America obtained from member agencies which provided direct service to children and their families information about salaries paid to professional child welfare employees. The information collected is presented in this report in three sections. The first section contains tables pertaining to overall trends and comparisons. Detailed analyses for each salaried position included in the study are provided in the second section. The final section includes descriptions of the participating agencies and of each position. (PCB)

ED 292 562 PS 017 237
Thomas, Jeanne L. And Others
Gender and Perceptions of Grandparenthood.
Pub Date—Mar 88
Grant—DHHS-NIH-AG06532
Note—24p.; Poster session presented at the Annual Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Grandchildren, *Grandparents, Interviews, *Parent Responsibility, *Sex Differences, Whites
Identifiers—*Meaningfulness, *Satisfaction
Gender effects upon perceptions of grandparenting experience were examined in a study involving 115 grandfathers and 186 grandmothers who represented a wide range of incomes and educational and occupational backgrounds. Particularly studied were differences in Caucasian grandparents' enjoyment of relationships with grandchildren, beliefs about appropriate levels of involvement in grandchildren's care and discipline, obligations to help grandchildren, and freedom to offer child rearing advice to parents. Also examined were beliefs about the personal significance of relationships with grandchildren that were associated with grandparent gender, grandchild gender, and maternal and paternal lineage of grandparent-grandchild descent. Subjects participated in a structured interview which concerned their relationship with one of their grandchildren. Only one grandparent of each grandchild was interviewed. Findings identified differences between grandmothers' and grandfathers' views, namely, that grandmothers expressed greater grandparenting satisfaction than did grandfathers, and that grandfathers stressed the importance of family extension through grandchildren and the pleasures of indulging grandchildren more than did grandmothers. The hypothesis that grandmothers with granddaughters and grandfathers with grandsons would express the highest levels of grandparenting satisfaction, perceived grandparenting responsibilities, and grandparenting meaning was not supported. (RH)

ED 292 563 PS 017 238
McGee, Karen A.
Writing: The Common Denominator of a Kindergarten Curriculum.
Pub Date—Sep 87
Note—28p.; Paper presented at the Annual Northern California Kindergarten Conference (6th, San Francisco, CA, January 23, 1988). This document is printed on pink paper.
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Elementary School Curriculum, *Kindergarten, *Learning Activities, Primary Education, *Teaching Methods, *Writing Instruction
Various techniques for encouraging writing among kindergarten children are described in this paper. Techniques include: (1) dictating stories; (2) establishing the format of a text by using repetitive patterns, the rhythm of the language, cumulative patterns, the familiarity of a story or story line, and familiar sequences; (3) using "I-Searches" written in the first person and emphasizing truth-telling and clear language; (4) teaching writing with a phonics approach; (5) using life skill writing, or "real life writing," in simulated natural settings; (6) using journals, which allow children to write for themselves and choose their own topics. Concluding remarks focus on the place of writing in the kindergarten curriculum. (RH)

ED 292 564 PS 017 239
Scarselletta, Diana M.
Observations of Children's Social Play: The Basis for a System of Coding.
Pub Date—87
Note—82p.; Master's Thesis, State University of New York.
Pub Type— Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Classroom Observation Techniques, *Interpersonal Relationship, *Preschool Children, Preschool Education, Qualitative Research, *Research Methodology, *Research Problems, Videotape Recordings
Identifiers—*Coding, *Conversation
A study was conducted to create an instrument for systematically coding qualitative processes of children's cooperative and associative play. Data were gathered through observations of 16 preschool children ranging in age from 47 to 59 months and attending a day care center using the High/Scope Preschool Curriculum Model. A total of 20 hours of children's dialogues were recorded verbatim and a partial record of children's behavior was videotaped. Transcribed data were entered into a word processor in transcription format. Transcripts were cut into series of exchanges and affixed to index cards. Appropriate contextual notes were made on the cards. Exchanges on cards were then sorted according to similarities and recurring behaviors. The categories used in the coding system emerged from the sorting process. Guiding questions were used as references for establishing the parameters of each category. The 11 preliminary categories of social play which emerged from the sorting process were analytically reduced to 8. These categories included entering and establishing behaviors, ownership and object exchange, assistance seeking and providing, directing behaviors, declaring and extending behaviors, denying or offering friendship, comparison and display, and exiting and closing behaviors. Directions for further research are offered. (RH)

ED 292 565 PS 017 240
Harmon, Geraldine
Facilitating Communicative Competence in Young Children: Techniques for Parents & Teachers.
Pub Date—88
Note—151p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Communication Skills, *Competence, *Elementary School Students, Grade 1, *Inservice Teacher Education, Kindergarten, *Kindergarten Children, *Parent Education, Primary Education, Workshops
A practicum was implemented by a licensed speech-language pathologist working in a clinical and instructional program in a predominantly black, inner-city community in northeastern Indiana. The practicum was designed to improve the communicative competence of young children in a kindergarten-first grade setting. It was implemented because screening data, increased referrals for speech-language services, and direct observation of classroom procedure and technology indicated that a problem existed. Eight parent training workshops, four teacher training workshops, and one building level in-service session were conducted. Each workshop for parents addressed a communication topic, parental concerns, and communication facilitation techniques. Workshop sessions were supplemented with home training packets compiled to encourage parent follow-through. Each workshop for teachers highlighted one observation and diagnostic tool used to gather information on communication skills of young students. Teachers developed strategies for intervention. A teacher training booklet was compiled. Issues addressed in the in-service session included the effect of communicative competence on academic performance, the setting for a climate of change, promotional criteria, and intervention strategies. Evaluation findings indicated that teachers and parents demonstrated increased understanding of communication development and techniques to aid communicative competence in young children. Related materials are appended. (RH)

ED 292 566 PS 017 241
Burris, Hermine O.
Design and Implementation of an Intergenerational Program That Fosters Creativity and Learning for Preschool Children.
Pub Date—Feb 88
Note—82p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Involvement, Community Programs, *Day Care, Early Childhood Education, *Intergenerational Programs, *Older Adults, *Preschool Children, *Program Development, *Training Methods
In a day care center which enrolled children between 14 months and 5 years of age, a child caregiver implemented a practicum study in order to allow children and older adults the opportunity to interact with one another for their mutual benefit. Goals were to: (1) increase children's positive attitudes toward older people; (2) seek positive comments from older people about the intergenerational program; (3) demonstrate that staff training is beneficial to intergenerational programs; (4) demonstrate an increase in parental awareness of intergenerational programs and activities; and (5) identify directors of child care centers and senior care facilities in the community who would like to use an intergenerational program or handbook with their staff. The intervention program consisted of: (1) weekly reading to children of storybooks that depicted the elderly in positive and realistic ways;

(2) the use of creative activities such as art, music, and storytelling to develop the skills of the children and exercise the skills of the elderly; (3) staff development workshops which included demonstration of intergenerational activities; and (4) the monthly distribution of a newsletter to parents. Practicum evaluation data indicated that the project was successful. Related materials including surveys and questionnaires used, are appended in 19 appendixes. (RH)

ED 292 567 PS 017 242
Horst, Alice S.
Incorporating Strategies to Enhance Creative Dramatic Ability of Primary Gifted Students.
Pub Date—Feb 88
Note—102p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Creative Dramatics, *Elementary School Students, *Gifted, *Learning Activities, Primary Education, *Student Attitudes, Student Evaluation

A practicum was conducted by a teacher of gifted students in a rural northeastern state in order to develop, implement, and evaluate developmental strategies enhancing dramatics for gifted students attending primary school. Five creative dramatic classroom activity areas were provided for students. Classroom areas were designated for: (1) rhythmic activities; (2) the dramatization of stories; (3) involvement in individual characters; (4) pantomime; and (5) building of a story. Students gathered in three small groups for a period of 2 and one-half hours each week. The groups contained students from first, second, and third grades. The Horst Creative Dramatic Scale, a 6-item, 5-point scale, was devised for use in evaluating each creative skit or story that students invented. Evaluation with the 25-item Pre-Post Horst Attitude Survey indicated that all 16 primary gifted students who participated in the practicum showed an increase in their attitude responses towards creative dramatic activities. Related materials, such as a detailed discussion of the children's dramatic activities, are appended. Early in the summer, students in the several groups performed their skits, scenes, or plays for one another. (RH)

ED 292 568 PS 017 243
Parenting Workshops on Child Development.
Warren-Newport Public Library, Gurnee, IL.
Pub Date—87
Note—108p.; Appended booklist is marginally legible.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Development, Disabilities, Discipline, Guidelines, Infants, *Parent Child Relationship, Parent Education, *Play, Preschool Children, Reading Aloud to Others, Resource Materials, Safety, Toddlers, *Toys
Identifiers—Play Materials, Sibling Rivalry

The parent education materials in this packet are intended for use by professionals, and some paraprofessionals, who work with children from birth through 5 years of age and with their families. Included are guidelines for choosing playthings for children of any age, and lists of suggested toys for children of various ages, and, in particular, handicapped children. The contents also provide information on child development from birth through 5 years of age, and suggestions about playing with children during each of the first five years. Further information and recommendations are offered for the matters of discipline, sibling rivalry, reading aloud to children, and safety. Included in the packet are a booklist of related readings and a list of additional resources to be made available to parents during mini-workshops. (RH)

ED 292 569 PS 017 244
Papadopoulos, Antonis
The Contact School Plan: Visit to the Swedish Contact School (Fajanskolan, Falkenberg).
Council for Cultural Cooperation, Strasbourg (France).
Report No.—DESC/EGT(88)11
Pub Date—8 Feb 88
Note—9p.; Council for Cultural Co-operation (CDCC) Project No. 8 on "Innovation in Primary Education."
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Coordination, Day Care, Educational Environment, *Educational Innovation, *Elementary Education, Foreign Countries, Institutional Characteristics, *Nursery Schools, Preschool Education, Program Descriptions, School Age Day Care, *School Organization
Identifiers—*Mixed Age Groups, Sweden

Described is a visit to the Fajans School in Falkenberg, Sweden, a single stream elementary school with an integrated nursery and day care center. Serving 220 children, the Fajans school does not grade according to age or ability. The nursery school provides 47 day care places, plus 18 in a part-time day nursery and 30 for children 7-12 years old who need supervision outside of school hours. Children are grouped according to "color units," each of which has a nursery department, junior class, and intermediate class. Ages in each color unit range from 9 months to 12 years. Each unit has its own team of staff, including teachers, recreation leaders, and some kitchen and cleaning staff. The school aims to create a homelike, realistic, and natural atmosphere in which children will be happy, feel secure, be self-confident, acquire self-respect, be able to collaborate, undertake responsible activities, have their strong points developed, and feel that they are at the center of attention. The report describes the school building and facilities, and how teachers and pupils work. Observations are reported and suggestions are offered concerning school climate, building and facilities, affective and psychomotor domains of development, cognitive development, and parents' involvement. It is concluded that the school had achieved its basic aim. (RH)

ED 292 570 PS 017 249
Schrader, Carol Taylor
Symbolic Play as a Curricular Tool for Early Literacy Development.
Pub Date—[88]
Note—79p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Early Childhood Education, *Learning Centers (Classroom), *Literacy, *Play, *Preschool Children, Preschool Education, Teacher Education, *Teacher Role, *Teaching Methods, Writing Readiness
Identifiers—*Symbolic Play, Vygotsky (Lev S)

This study demonstrates that symbolic play has merit as a curricular tool for early literacy development. Naturalistic observation of four prekindergarten teachers and their classes revealed ways in which teachers can facilitate early literacy development by functioning as participants within the context of young children's spontaneous symbolic play. Children participating in the study were midwestern, middle-class, mainly white preschoolers between 3 and 5 years of age. In-service training to further teachers' understanding of natural literacy development preceded data collection. During a 2-week period, data were gathered for 30-minute periods for 8 days, primarily by means of videotaping and audiotaping of children's symbolic play in play centers used in the classrooms. Primary data were supplemented with teachers' recorded observations and children's written language products. Analysis of teaching-learning episodes was based on Vygotsky's theory of the zone of proximal development. Each teacher's behaviors were classified as either extending or redirecting. The teachers evinced extending and redirecting interaction styles, but to different degrees. All four teachers used considerably more extending than redirecting interaction. Findings supported Vygotsky's theory and suggested pedagogical implications for early childhood teachers and teacher educators. Examples of children's functionl writing are included and approximately 70 references are cited. (RH)

ED 292 571 PS 017 253
Fink, Dale B.
Latchkey Children and School-Age Child Care: A Background Briefing. Policy Issues.
Appalachia Educational Lab., Charleston, W. Va.; Wellesley Coll., Mass. Center for Research on Women.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0001
Note—23p.
Available from—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($3.50).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Definitions, *Educational Responsibility, High Risk Persons, *Latchkey Children, *Program Development, *Public Policy, *School Age Day Care, *State Programs
Identifiers—Kentucky, Tennessee, Virginia, West Virginia

This background briefing paper synthesizes current thinking and practice on the issue of latchkey children and school-age child care (SACC). The paper defines the problem of latchkey children; reviews related literature and programmatic responses to the problem; reports responses of four southern states; and points out implications for policy initiatives. The term "latchkey children" refers to children in self-care or sibling-care during a significant portion of their out-of-school hours. The literature review focuses on the number of latchkey children, origins of the trend, research findings on risks of self-care, children's fears, boredom and other emotional effects, television as surrogate parent, self-esteem and susceptibility to peer pressure, school performance, sexual experimentation, and depression. The review of programmatic responses to the problem discusses attempts to get children into SACC and attempts to reduce risks to latchkey children. Qualities of good SACC programs are pointed out. Seven implications for policy initiatives are discussed, including the responsibility of educators, the need to involve many community sectors, sharing costs of interventions, needed state and federal legislation, use of existing professional expertise and community resources, diversity of solutions, and the relation between primary and back-up solutions. A brief bibliography of related readings is provided. (RH)

ED 292 572 PS 017 254
Marshall, Mary G. And Others
Child Care: A Family Day Home Care Provider Program. Evaluation Report and Report Summary.
Texas A and M Univ., College Station. Texas Agricultural Extension Service.
Spons Agency—Texas State Dept. of Human Services, Austin.
Pub Date—87
Note—46p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Background, *Child Caregivers, *Family Day Care, *Program Effectiveness, Program Evaluation, *State Programs, *Training
Identifiers—*Texas, Texas Agricultural Extension Service

Evaluation of Texas' statewide, 4-week Family Day Home Care Provider Program (FDHCPP) indicated that the program, with certain changes in procedures, should be continued. The FDHCPP used the existing network of Texas Agricultural Extension Service agents as managers to disseminate information to family day care providers on the topics of business management, health and safety, child development and guidance, and nutrition for young children. After an overview of the background of the program and the methodology of program evaluation, findings are discussed which indicate: (1) characteristics of participating child care providers; (2) practices changed as a result of the program; (3) knowledge gained by participants; and (4) participants' attitudes about program procedures and resource materials. These materials included four 20-minute videotape programs used to heighten interest and introduce recommended practices to providers, and a study manual containing narrative information, suggested activities, multiple-choice questions for self-evaluation, and various bulletins and resources for reference. In its conclusion, the report briefly lists recommended procedural changes and indicates the next stage of program implementation. Aspects of program participation by county are tabulated in an appendix. Also appended is a summary of the report. (RH)

ED 292 573 PS 017 255
Trostle, Susan L. Merrill, Barbara
Prekindergarten Programs in Public Schools: A National and State Review. Policy Issues.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0001

Note—45p.
Available from—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50).
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Size, Coordination, Disadvantaged Youth, *Educational Policy, Educational Quality, *Educational Trends, Federal Government, *Government Role, High Risk Students, National Surveys, *Preschool Education, *Public Schools, School Role, State Legislation, State Surveys, Teacher Student Ratio
Identifiers—*Community Needs, Kentucky, Program Characteristics, Project Head Start, Tennessee, Virginia, West Virginia
This national and state review provides a synthesis of current thinking and practice concerning prekindergarten programs in public schools. Section I discusses the need for preschool programs in terms of the changing family and workforce, the baby "boomlet," and socioeconomic factors. Section II reviews early childhood programs, discussing current trends, early influences, Head Start, social functions of preschool programs, exemplary programs for disadvantaged children, effects of preschool programs, and characteristics of high quality programs. Section III surveys preschool prekindergarten school programs and services. The survey considers the national perspective, state legislation, characteristics of state-sponsored programs, teacher qualifications, class size and ratios, curriculum, eligibility, services for at-risk children, and programs in Virginia, Tennessee, West Virginia, and Kentucky. Section IV explores implications for policy initiatives. Discussion focuses on benefits of prekindergarten programs, the role of schools, the role of the federal government, legislation enabling preschool programs for at-risk children, the Education of the Handicapped Act, the coordination of state-sponsored programs, state involvement considerations, and other considerations. Appendices provide data on the percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs in the United States between October 1964 and October 1984, and representative state program funding allocations for 1985-1986. (RH)

ED 292 574 PS 017 257
Trent, Janice Camella
The Relationship between Self-Concept and Academic Achievement of Kindergarten Students.
Pub Date—[86]
Note—14p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Correlation, *Kindergarten Children, Primary Education, *Racial Differences, *Remedial Instruction, *Self Concept, *Sex Differences
A study was made to determine if a relationship could be found between the self-concept and academic achievement of 65 kindergarten children. Subjects were tested using the Bracken Basic Concept Scale, and 18 items from the Piers-Harris Children's Self-Concept Scale. Of the subjects, 37 were white, 25 were black, and 3 were from other groups. Thirty children were receiving remedial assistance. The Bracken scale was administered to measure academic achievement in the areas of colors, letter identification, number and countng, comparisons, and shapes. Piers-Harris items on intellectual and school status only were administered to assess self-concept. Contrary to findings of previous studies, a correlation was found between self-concept and academic achievement of kindergarten children. Correlations were also found between achievement and race, remedial assistance and race, sex and race, and achievement and remedial assistance. (RH)

ED 292 575 PS 017 258
Powell, Cathy
Development of a Volunteer Parent Participation Program in the Pre-School.
Pub Date—88
Note—76p.; Master's Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Guidelines, *Parent Participation, Preschool Education, Private Schools, *Program Development, Standards, State Programs, *Teacher Aides, *Volunteer Training
Identifiers—*New Jersey
To increase parent involvement and meet the need for adult help in classrooms, a preschool director implemented a practicum in a church-owned, nondenominational preschool serving 250 children from an upper-middle-class community in the Northeast. The intervention offered a wide range of parent involvement activities, including the formation of a Parent Association and the recruiting, orienting, training, and evaluating of parent classroom assistants. A four-session training program for classroom volunteers covered school policies and procedures, classroom procedures and management, child development and curriculum, positive reinforcement and behavior management, and work attitudes and confidentiality. This program was followed by hands-on training in the classroom. Practicum evaluation data indicated that the program was successful in increasing parent participation. Twenty-one appendices contain related materials. (RH)

ED 292 576 PS 017 259
Rosenzweig, Sue, Comp. Mineiro, Barbara, Comp.
Families with Young Adolescents: A Resource List. (Revised Edition).
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
Pub Date—87
Note—60p.; Section 2 is printed on colored paper.
Available from—Center for Early Adolescence, University of North Carolina at Chapel Hill, 223 Carr Mill Mall, Carrboro, NC 27510 ($5.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, Annotated Bibliographies, Black Family, *Child Rearing, *Communication (Thought Transfer), Discipline, *Family (Sociological Unit), *Individual Development, *Parent Child Relationship, Peer Influence, Resource Materials, Self Concept, Self Esteem, Sex Education, Sex Role, Sexuality, Social Development, Stress Variables
This multidisciplinary list, which is designed for professionals working with families of young adolescents, and for parents of 10- to 15-year-olds, consists of two annotated bibliographies citing articles on a range of topics. Section 1 contains 97 entries, including resources likely to be of particular interest to parent educators, guidance counselors, youth workers, teachers, researchers, and other professionals. Section 2, which contains 80 entries, offers resources for parents. Entries are listed alphabetically, annotated, and indexed. Index terms range from adolescent development to youth attitudes, with 83 index terms assigned to articles in Section 1, and 51 to articles in Section 2. The following index terms were assigned four or more times: (1) adolescent development; (2) black family; (3) communication; (4) discipline; (5) parent-adolescent relationship; (6) parenting; (7) peer influence; (8) puberty; (9) self-concept; (10) self-esteem; (11) sex education; (12) sex role; (13) sexuality; (14) social development; and (15) stress. (RH)

ED 292 577 PS 017 260
Beard, Brenda And Others
The TEA-AEL Parent Education Notebook.
Appalachia Educational Lab., Charleston, W. Va.; Tennessee Education Association, Nashville.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0001
Note—99p.; Some resource materials contain marginally legible print.
Available from—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($11.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Auditory Perception, *Cognitive Development, Kindergarten Children, Language Acquisition, Learning Activities, Mathematics Skills, *Motor Development, Parent Education, *Preschool Children, Preschool Education, Primary Education, Resource Materials, *Social Development, *Visual Perception
Identifiers—*Parents as Teachers
The six major sections of this notebook focus on developing the abilities of preschool and kindergarten children in the areas of large and fine motor, social, auditory, visual, language, and mathematics skills. Each section contains several activities parents can do at home in brief and enjoyable practice periods to assist children's development. The notebook is designed so that teachers may select one or more activities relating to a particular child's development, copy the appropriate pages, and send them home with a letter to the parents explaining their use. Activities should take no more than 15 to 30 minutes. The notebook also contains definitions of the six developmental skill areas, a chart of behaviors expected from preschool and kindergarten children in the skill areas and several curricular areas, and the agenda for a teacher awareness session for explaining the notebook's use to teachers. Selected resource materials for parents concerning at-home learning activities cover the topics of: (1) writing a finger play; (2) ways in which preschool children learn through play; (3) storytelling; (4) visual perception activities; (5) language experiences; (6) cognitive development; (7) relationships between story reading and learning to read; (8) reading readiness; (9) arithmetic; (10) opportunities to learn which are offered in the home environment; (11) tips for parents; (12) parent-teacher cooperation; and (13) suggestions for over-the-summer learning. (RH)

ED 292 578 PS 017 261
Family and Medical Leave Act of 1988. Parts 1 and 2. House of Representatives, 100th Congress, 2d Session. Reports To Accompany H.R. 925 from the Committee on Post Office and Civil Service and the Committee on Education and Labor.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.
Report No.—House-R-100-511
Pub Date—8 Mar 88
Note—110p.; To accompany H.R. 925; see PS 017 007 for this document.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administration, Adoption, *Birth, Costs, Employees, Federal Government, *Federal Legislation, *Fringe Benefits, *Health, *Leaves of Absence
Identifiers—Congress 100th, *Parental Leave, Proposed Legislation
Provided are favorable reports on the Family and Medical Leave Act of 1988 (H.R. 925) that were submitted by the House of Representatives' Committee on Post Office and Civil Service, and Committee on Education and Labor. H.R. 925 entitles employees to family leave in certain cases involving a birth, adoption, or serious health condition; and temporary medical leave in certain cases involving a serious health condition. The bill includes adequate protection of the employees' employment and benefit rights, and establishes a commission to study ways of providing salary replacement for employees who take leave. The report of the Committee on Post Office and Civil Service includes the text of an amendment establishing a family and medical leave program specifically for federal employees. Supplementary material discusses the impact of the legislation on employing agencies, and employment and benefits protection. Included in the report are letters concerning oversight and administration views, and memoranda for directors of personnel and heads of departments and agencies. The report of the Committee on Education and Labor includes the text of an amendment; minority, supplemental, dissenting, and additional views. Discussion focuses on the background and need for legislation. Both reports contain sections on the bill's legislative history, estimated costs, a section analysis, and the impact of the bill on existing law. (RH)

ED 292 579 PS 017 264
Helmich, Edith
Prekindergarten Programs for 3 and 4 Year Old Children at Risk of Academic Failure: 1986-87 School Year. Second Interim Report.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
Pub Date—Mar 88
Note—10p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Failure, Background, Followup Studies, Grants, *High Risk Persons, Kindergarten Children, *Outcomes of Education, *Preschool Education, Program Evaluation, State Legislation, State Programs
Identifiers—*Illinois, *Program Characteristics
This document summarizes information on the

second year of operation of 93 projects participating in the State of Illinois prekindergarten educational grant program for children at-risk due to environmental deficits. Contents provide: (1) background information on the legislation establishing the program, program evaluation schedules, and a two-year program summary; (2) introductory material describing data collection efforts made during the 1986-87 school year; (3) a discussion of program characteristics; and (4) follow-up information on prekindergarten participants who enrolled in kindergarten during 1986-87. (RH)

ED 292 580 PS 017 265
Shade, Barbara J. Peterson, Sybil
Effective Teaching Is Not Just a Dream.
Pub Date—86
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Curriculum Development, *Disadvantaged Environment, *Educational Improvement, Elementary Education, *Elementary School Students, Magnet Schools, *Parent Participation, *Reading Achievement
Identifiers—New York (Buffalo), Program Characteristics
Parent participation in the education of their disadvantaged children at Buffalo (New York) Public School 37 resulted in the development of an effective reading program. Desired competencies were delineated; carefully paced and sequenced teaching plans were prepared; and criterion referenced tests were used to measure the levels of mastery of each student. Between the 1975-76 and 1977-78 school years the number of kindergarten through grade 6 students reading at grade level increased by 53 percent. At the end of the 1979-80 school year–the second year in which the program was completely operational–more than 60 percent of the students read at or above their prescribed grade level. In the fall of 1980, the school was converted to a magnet school, and School 37 became known as Futures Academy. In 1983, 82 percent of third-grade students and 85 percent of sixth-grade students were reading at or above state reference points. In addition to mastery learning, particular components which made the program work included the quality of the teaching staff, close and positive parent-school relationships, and an effective learning-oriented student management system which relieved teachers of record-keeping and parent report responsibilities. In sum, Public School 37 evinced the primary requisites for effective schools that are attended by children usually written off as failures. (RH)

ED 292 581 PS 017 268
O'Brien, Mary Purys
The Working Parents' Curriculum: Class Designs To Meet the Needs of Expectant and New Working Parents.
Pub Date—88
Note—67p.; For "Back to Work: A Guide for Expectant and New Working Parents," see ED 286 619.
Available from—Transitions, 15703 Boulder Creek Drive, Minnetonka, MN 55345 ($35.00; includes a copy of "Back to Work: A Guide for Expectant and New Working Parents").
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attachment Behavior, *Breastfeeding, *Child Rearing, Curriculum Guides, Day Care, Dual Career Family, *Employed Parents, Family Relationship, Infants, *Mothers, Parent Education, *Parent Role, *Time Management
Identifiers—Infant Care, *Parental Leave, Postpartum
Designed to meet needs of expectant and new working parents, these curriculum materials provide guidelines for instructors and discussions of six parent education topics. The curriculum begins by examining the qualifications an instructor should have before attempting to teach expectant or working parents. Subsequently described are specific ways in which curriculum materials can be organized into a class series or single session classes. Marketing suggestions are provided. The core of the curriculum is then presented in discussions of: (1) parental leaves; (2) resolution of the problem of deciding whether to return to work or remain at home; (3) location of high quality infant day care; (4) breastfeeding and working; (5) time management for working parents; and (6) postpartum issues for working parents. Presented for each topic area are background information, an outline of topics to teach, and a list of recommended readings. (RH)

ED 292 582 PS 017 269
Carlson, Sharon M.
Implementing a Teacher Training Program To Develop Skills to Individualize Preschool, Primary, and Intermediate Classrooms.
Pub Date—Mar 88
Note—196p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Elementary Education, *Elementary School Students, *Individualized Instruction, *Inservice Teacher Education, Literature Reviews, Montessori Method, *Preschool Children, Preschool Education, Primary Education, Program Evaluation, Program Implementation, *Staff Development, *Teacher Improvement
Identifiers—*Montessori Schools
A practicum was implemented to train teachers working at a Montessori Learning Center to individualize instruction at the preschool, primary, and intermediate grade levels. The primary goal was to educate teachers about the importance of meeting the individual needs of each child. A 9-month staff training program was developed that provided the instruction, strategies, assistance, coaching, and training in evaluation skills that teachers needed to function effectively in the context of an individualized approach to instruction. The program consisted of: (1) eight weeks of preliminary training sessions; (2) two weeks of student evaluations; (3) two weeks of teacher evaluations; (4) 27 weeks of program implementation and ongoing training sessions; (5) posttesting; and (6) final program evaluation. Four teachers participated in the training program. Evaluation data indicated that students grew socially, emotionally, psychologically, and academically. Teachers successfully individualized students' work, used various instructional methods, analyzed and evaluated students' progress, and improved their own knowledge of classroom materials and understanding of individualized instruction. Eighteen appendices contain related materials. (RH)

ED 292 583 PS 017 272
Barry, Eleanor
Improving Observation Skills of Child Care Workers through the Systematic Use of Selected Techniques.
Pub Date—87
Note—79p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Check Lists, *Child Caregivers, *Classroom Observation Techniques, *Day Care, Early Childhood Education, *Economically Disadvantaged, Inservice Teacher Education, Instructional Development, *Paraprofessional School Personnel, Photographs, *Teacher Responsibility, Workshops
Identifiers—Event Sampling
It was noted that paraprofessional child caregivers working with economically disadvantaged children did not base instructional choices on data derived from direct observations. As a result, this practicum was implemented to improve the observation and recording skills of five caregivers serving as group leaders of day care workers. Centers involved were operated by the public schools in an eastern, industrialized city. Practicum goals were to: (1) provide participants with information and experiences indicating the importance of observation and recording in early childhood programs; (2) provide opportunities to practice observational techniques; and (3) emphasize the importance of systematic observation for program planning. Observational techniques selected as most appropriate to workers' abilities and work situations included use of checklists, event sampling, and photography. To achieve the goals, a series of workshops and field experiences were implemented. Participants practiced the techniques in their classrooms during the 3 months of the practicum. Evaluation data indicated that all five participating child caregivers improved, but improvements were uniformly low. All participants, however, felt they had improved significantly. Related materials are appended. (RH)

ED 292 584 PS 017 273
Farmer, Deneita Jo
Increasing Positive Mother/Baby Relationships through Play.
Pub Date—88
Note—110p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Compensatory Education, *Competence, Home Visits, Individual Development, *Infants, *Parent Child Relationship, Parent Education, *Parents, Play, *Self Esteem, *Toddlers, Workshops
Identifiers—Parent Resources, *Project Head Start
This practicum was designed in response to the observation that very young children who accompanied Head Start parents assisting in Head Start classrooms were observed to be either extremely withdrawn or extremely active. The practicum was implemented to improve the relationships of parents and their infants and toddlers. Practicum goals were to provide parents with opportunities to increase: (1) parenting competencies; (2) knowledge of infant and toddler development; (3) knowledge of parent education resources; and (4) feelings of self-esteem. To attain these goals, six informational workshops, six mother-baby play sessions, and home visits were conducted. In addition, a booklet describing activities for mothers and their babies was developed. Evaluation data showed that 18 of 22 parents participating in at least one component of the practicum indicated an increase in self-esteem and in their knowledge of the value of high quality play and infant-toddler development. Furthermore, observations indicated that mothers participating in home visits had increased the quality of play interactions with their babies. Related materials, including the activity booklet, are appended. (RH)

ED 292 585 PS 017 274
Foster, Judith L.
Increasing Motivation in Fourth, Fifth, and Sixth Graders through Staff Development Emphasizing Positive Classroom Techniques.
Pub Date—88
Note—101p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Attribution Theory, Elementary Education, *Elementary School Students, Failure, Feedback, Helplessness, Inservice Teacher Education, *Instructional Development, Intermediate Grades, *Learning Motivation, Personality Traits, Reinforcement, Rewards, *Student Improvement, *Student Motivation, Success, *Teacher Improvement
Because intermediate grade students were not working up to their potential, a coordinator of elementary school instruction implemented a practicum to increase students' motivation. In-service meetings were held with six intermediate grade teachers from each of two schools for the purpose of planning techniques and devising activities for increasing the motivation of students. Teacher instruction focused on success- and failure-oriented personalities, learned helplessness, ways to renew student motivation, attribution theory, rewards, constructive feedback, and reinforcement theory. Practicum goals were to: (1) assist teachers in planning activities that would improve student motivation and increase students' drive to work up to their potential; (2) enable children to put forth the effort that would allow them to achieve at their expected level; and (3) improve students' attendance, preparation, and self-discipline. To attain these goals, a staff development program was implemented. This program included research-based techniques and activities designed to improve instructional and motivation strategies used in the classroom. Evaluation data indicated that a staff development program designed to assist teachers in strengthening student motivation does increase students' ability to succeed in school. Related materials are appended. (RH)

ED 292 586 PS 017 275
Edleston, Charlotte
A Program of Games and Activities to Increase Listening and Attentional Skills in Kindergarten Children.
Pub Date—87
Note—91p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Attention Deficit Disorders,

Guides, *Kindergarten Children, *Learning Activities, *Learning Centers (Classroom), Learning Motivation, *Listening Skills, *Parent Participation, Primary Education, Story Telling, Student Motivation, Workshops

The primary goals of this practicum were to improve the listening skills of 47 kindergarten children attending half-day classes at an elementary school in a residential suburban community, and to remediate the attentional deficits of 2 students. Additional goals were to elicit the cooperation of parents in developing good listening habits in their children, and to share information about listening skills with fellow teachers. Activities implemented included: (1) the use of a listening center table; (2) daily group activities devoted to listening activities and games; (3) a motivational incentive program for good listening; (4) story time; (5) a dissemination workshop for teachers; and (6) distribution of related information to parents. Evaluation data indicated that listening skills improved in 45 of 47 children. Children with attentional deficits improved slightly late in the intervention. Parents were enthusiastic and cooperative, but few conducted follow-up activities at home. Related materials, such as sample pages from a manual prepared for the listening workshop, are appended. (RH)

ED 292 587 PS 017 276

Russell, Milicent D.

Improving the Performance of Second Grade Students in Math By Increasing Interest, Motivation, and Application to Everyday Experiences.

Pub Date—88

Note—110p.; Ed.D. Practicum, Nova University.

Pub Type— Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Blacks, *Elementary School Students, *Instructional Materials, Learning Motivation, *Mathematics Skills, Primary Education, *Reinforcement, *School Schedules, *Student Improvement

Identifiers—*Practical Knowledge

Because low-achieving second-grade students were not motivated to acquire math skills, a teacher employed at a large, inner-city elementary school with a black student population implemented a practicum aiming to improve acquisition of mathematics skills. Major causes of the problem were the lack of manipulative materials for concept development, inflexible and inappropriate teaching styles, lack of practical application of math skills, and inadequate allocation of time for instruction in mathematics. Practicum goals were to: (1) increase students' interest level; (2) increase students' application of skills; (3) use students' increased interest and application to develop their self-direction; and (4) improve students' performance of on-task duties. The intervention program: (1) provided learning materials with many examples and demonstrations; (2) informed students of what they would be doing and why; (3) allocated time for exploration, discovery, and small group problem solving; (4) related mathematics concepts to everyday experiences; (5) planned numerous activities focusing on the applicability of mathematics to everyday experiences; and (6) positively reinforced student participation. Evaluation data indicated that the intervention increased students' interest and application skills, developed student self-direction, and improved student performance in mathematics activities. Related materials are appended. (RH)

ED 292 588 PS 017 277

Child Care in Oregon: Emerging Solutions. Executive Summary. 1988 Interim Report to the Governor and Legislature.

Ohio Historical Society, Columbus.

Pub Date—88

Note—30p.

Available from—Oregon Child Care Commission, 2300 First Interstate Tower, 1300 SW 5th Avenue, Portland, OR 97201 ($5.00).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Involvement, Costs, *Day Care, *Delivery Systems, Disabilities, Early Childhood Education, Educational Quality, Employer Supported Day Care, Government Role, Information Services, Insurance, *Program Development, *Public Policy, Referral, School Age Day Care, State Government, State Legislation, State Programs

Identifiers—Infant Care, *Oregon, Parental Leave, State Regulation

This is the second in a series of three reports addressing issues, problems, and potential solutions critical to the development of accessible, affordable, and quality day care in Oregon. At present, the majority of Oregon households have two or more wage earners, and the majority of Oregon children need child care on a daily basis. Priority issues discussed include: (1) quality in child care programs; (2) state regulation of child care services; (3) making child care affordable; (4) establishment of an Office of Child Care; (5) encouraging employer and corporate involvement; (6) parental leave; (7) infant and toddler care; (8) school age day care; (9) day care for special needs children; (10) child care information and referral services; and (11) liability insurance. Emerging issues discussed include teen-parent child care, ill child care, community planning, and national child care issues that affect Oregon. The concluding section of the report reviews 1987's accomplishments: legislation acted upon, seven community meetings sponsored by the Oregon Commission on Child Care, and a statewide conference sponsored by the commission. References cite literature concerning child care in other states, Oregon studies and reports, major books and reports, and periodicals and articles. (RH)

ED 292 589 PS 017 281

Cain, Suzanne H. Clark, M. L.

Empathy and Social Relationships in Children.

Pub Date—Mar 87

Note—20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demography, Elementary Education, *Elementary School Students, *Empathy, *Friendship, Grade 4, *Interpersonal Competence, Moral Values, Peer Relationship, *Popularity, Predictor Variables, Psychological Patterns, Rating Scales, *Self Concept

Identifiers—Multiple Measures Approach

Empathy among 61 elementary school students in the 4th grade was investigated, with particular attention to the relationship between empathy and the variables of self-concept, social competence, popularity, number of reciprocal friends, friendliness, and four dimensions of friendship expectations–mutual activities, conventional morality, loyalty and commitment, and empathic understanding. Several paper and pencil measures were administered to the children, demographic data were obtained, and classroom teachers completed rating scales of children's social competence. Empathy was assessed using the Feshbach and Roe Test for Empathy. Subjects were divided into high and low empathy groups based on their empathy raw score. Findings indicated that empathy was positively correlated with the number of reciprocal friends, friendliness, conventional morality expectancy, and expectation of loyalty and commitment. Highly empathic children had more reciprocal friendships and expected more conventional morality from their friends than did minimally empathic peers. Level of empathy could be predicted from the number of reciprocal friends and the conventional morality friendship expectancy subscore. No significant gender differences were found. Results suggest that highly empathic children may be better able to maintain close relationships than children low in empathy. Empathy was not related to teacher ratings of social competence. (RH)

ED 292 590 PS 017 282

Cain, Suzanne H.

The Relationship of Role-Taking, Temperament, and Parent Behaviors to Prosocial Behaviors in Children.

Pub Date—May 87

Note—119p.; Master's Thesis, Wake Forest University.

Pub Type— Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Child Rearing, Individual Characteristics, Intelligence Quotient, *Kindergarten Children, Mothers, Parents, *Personality, *Perspective Taking, Predictor Variables, Primary Education, *Prosocial Behavior, Standardized Tests

Identifiers—Dependency (Personality), *Sharing Behavior

A study was designed to identify and clarify relationships between naturally observed, task-measured, and elicited instances of kindergarten children's role-taking, prosocial behavior and sharing behavior. An additional goal of the study was to illuminate possible relationships between prosocial behavior and children's temperamental characteristics, parental personality characteristics, and parents' child rearing techniques. Subjects were 26 children of 5 and 6 years of age and their mothers. Subject variables were dispersed as they naturally occurred in the classroom group. Analyses of the data revealed support for hypotheses regarding relationships between prosocial behavior and temperament ratings and parent practices. The existence of a predictive relationship between temperament, parent practices, and prosocial behavior was partially supported. Not supported were the prediction of a relationship between role-taking and prosocial behavior, and between role-taking and intelligence quotient; and the prediction that the parent dependency score would be positively correlated with the prosocial behavior score. Findings are discussed in terms of measurement characteristics and implications of the findings for future research. Related materials, such as nine pages listing references and instruments used, are appended. (RH)

ED 292 591 PS 017 283

Musun-Miller, Linda

Social Acceptance and Social Problem-Solving in Preschool Children.

Pub Date—Mar 88

Note—12p.; Paper presented at the Annual Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, *Expectation, Interpersonal Competence, Intervention, Peer Acceptance, *Popularity, *Preschool Children, Preschool Education, *Problem Solving, Sex Differences, *Social Cognition, Training

Identifiers—*Intention

Examined were relationships between children's popularity and: (1) the types of solutions children generated to common social dilemmas; (2) what they reported they would do in similar situations; (3) their statements regarding conflict participants' intent; and (4) what they expected to happen next in conflict situations. Subjects were 95 children, 4 and 5 years of age, from three private preschools. Findings indicated that, in general, the type of solutions suggested by the children to different social dilemmas and their reports of what they would do in those situations did not differentiate between high, middle, and low peer acceptance groups. However, results indicated that perception of intent and ability to predict the outcome of different social dilemmas may be important skills associated with differences in same-sex peer acceptance. Results also indicated that 4- and 5-year-old boys and girls differed in how they interpreted the situations. Girls were more likely to suggest some specific outcome or make a hypothesis about possible intent; boys were more likely to say they didn't know. An interaction of sex and social acceptance indicates that expectations about outcome and interpretation of intent may differ between popular boys and popular girls. It is concluded that awareness of differences between popular boys and girls is important in determining appropriate goals and interventions for social skills training programs. (RH)

ED 292 592 PS 017 285

Carraher, Terezinha Nunes Schliemann, Analucia Dias

Real and Apparent Equality in Conservation Tasks.

Pub Date—Apr 87

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Cognitive Ability, *Conservation (Concept), Foreign Countries, *Performance Factors, *Preschool Children, Preschool Education, *Research Problems

Identifiers—*Brazil

This study investigated the effect of different implicit definitions of equality upon children's performance on conservation tasks. In the study, traditional versions of conservation tasks are compared to modified versions in which initial equality is established through verbal counting of discontinu-

ous quantities and measuring of continuous quantities. A group of 48 children, 4 and 5 years of age, were tested in either a traditional or modified form of the conservation task with discontinuous quantities. A second 48 were tested in either a traditional or modified form of the conservation task with continuous quantities. All children came from middle-class families and attended private nursery schools in Recife, Brazil. Results indicated that significantly more 5-year-olds conserved discontinuous and continuous quantities when equality was not established perceptually. Subjects who were 4 years old did not improve significantly in either task. Furthermore, 4-year-olds had difficulty in accepting the initial equality in the modified version of the task with continuous, but not discontinuous, quantities. Some children denied equality after having accepted it on a nonperceptual basis. It is concluded that though the interference of an implicit definition of equality as perceptual is important, it is not sufficient to explain the lack of conservation among children 4 and 5 years of age. (RH)

RC

ED 292 593 RC 016 509
Wilk, Valerie A.
The Occupational Health of Migrant and Seasonal Farmworkers in the United States. Second Edition.
Farmworker Justice Fund, Inc., Washington, DC.
Spons Agency—Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.
Report No.—ISBN-0-9616508-2-6
Pub Date—86
Note—133p.; For the executive summary, see RC 016 510.
Available from—National Rural Health Association, 301 East Armour Blvd., Suite 420, Kansas City, MO 64111 ($15.00; $12.00 for quantities).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Laborers, Child Welfare, Demography, Disease Incidence, *Diseases, Epidemiology, Farm Labor, Health Conditions, *Health Needs, Labor Legislation, Migrant Health Services, *Migrant Problems, Migrants, *Occupational Diseases, Occupational Safety and Health, Pesticides, Physical Environment, Poisons, Public Health, Quality of Working Life, Research Needs, Rural Population, Sanitary Facilities, Seasonal Laborers, *Work Environment

Intended to provide a framework for a research agenda on migrant and seasonal farmworker health and to serve as a resource for all those concerned with farmworker health, this report examines farmworker health data gathered within the past 10-15 years. The document contains the following material: (1) an overview of the major occupational health problems reported by migrant health centers; (2) a summary of the literature on each agricultural health problem presented; (3) information on ongoing research projects on farmworker occupational health; (4) recommendations for research priorities on farmworker health; (5) information on occupational safety and health laws covering agricultural workers; and (6) a resource guide on farmworker occupational safety and health, including training materials. One-third of the report is devoted to specific occupational health problems including communicable diseases, urinary tract infections/kidney problems, heat stress, pesticide-related illness, dermatitis, eye problems, accidents, noninfectious respiratory diseases, cancer, hazards for children in the fields, and hazards for pregnant women and/or the newborn. (JHZ)

ED 292 594 RC 016 510
The Occupational Health of Migrant and Seasonal Farmworkers in the United States. Report Summary. Second Edition.
National Rural Health Care Association, Kansas City, MO.
Spons Agency—Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.
Pub Date—Nov 86
Note—17p.; For the full report, see RC 016 509. Photographs may not reproduce clearly.
Available from—National Rural Health Care Association, 301 E. Armour Blvd., Suite 420, Kansas City, MO 64111 (free).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agricultural Laborers, Child Welfare, *Disease Incidence, Diseases, Epidemiology, *Health Conditions, Health Needs, Migrant Health Services, *Migrant Problems, Migrants, *Occupational Diseases, Occupational Safety and Health, Pesticides, Physical Environment, Poisons, Public Health, Quality of Working Life, Rural Population, Sanitary Facilities, Seasonal Laborers, *Work Environment

The estimated three million United States migrant and seasonal farmworkers and their families suffer from a variety of occupational hazards and ailments exacerbated by limited, or nonexistent, health care services. Although existing migrant and seasonal farmworker health data is incomplete, general statements can be made about the health risks faced by this population. The migrant population suffers health problems related to poor sanitation and overcrowded living conditions at rates much higher than the nonmigrant population. Provision, maintenance, and use of field sanitation facilities such as toilets and potable drinking water at the worksite would substantially decrease the incidence of sanitation related health problems among farmworkers. Most migrants seek medical treatment for acute ailments rather than chronic conditions or preventive services. Parasitic infections afflict migrants an average of 20 times more than the general population. The full extent of pesticide poisoning is not known and needs further study. The dangers of agricultural labor on women and on the development of farmworker children are poorly documented. Agriculture is the second most dangerous occupation in the United States, yet farmworkers are rarely offered or able to afford health insurance, and in 20 states are not covered by workers' compensation of any kind. (JHZ)

ED 292 595 RC 016 547
Morrissey, Elizabeth S.
The Nonmetro Working Poor–A Profile of Family Heads.
Pub Date—Aug 87
Note—23p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Census Figures, Comparative Analysis, Educational Attainment, *Employment Patterns, Employment Potential, *Family Characteristics, *Heads of Households, *Income, Individual Characteristics, Low Income Groups, Policy Formation, *Poverty, Regional Characteristics, *Rural Population
Identifiers—Current Population Survey, *United States (South)

Data from the 1986 Current Population Survey (March Supplement) indentified characteristics of working heads of poor families that might assist policymakers involved in alleviating nonmetro poverty (in 1985, 18.3% of persons living in nonmetro areas were poor compared to 12.7% of persons living in metro areas). Comparing the South (a 17-state region) and Nonsouth (all others), working heads of poor families were older in the South than Nonsouth. Educational attainment was low, especially in the South. In 1985, while 7% of the nonmetro work force was black, 15.7% of poor working heads were black. Family type differed little by region, but there were marked differences in family composition. Overall, 27.9% of poor families were headed by females. Only 32.4% worked less than 27 weeks. The levels and sources of family income (including public assistance) varied by region, family size, and occupation. For many of the rural working poor, full-time living wage jobs were not available. Ameliorating policy might develop programs that integrate job development, human capital developing, and equal opportunity. Income support–along with increased availability of affordable child care–may be necessary for poor single family heads whose availability for full-year/full-time employment is limited by family responsibilities. (JMM)

ED 292 596 RC 016 548
Goreham, Gary A. And Others
The Role of Voluntary Association Membership on Rural Community Residents' Awareness of Community Issues.
Pub Date—Aug 87
Note—26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Citizen Participation, Community Change, Community Organizations, *Individual Characteristics, *Local Issues, Models, Rural Areas, *Rural Population, *Social Influences, Social Status, *Voluntary Agencies

A model was developed to explore the relationship between the personal characteristics of rural community residents, their social involvement, and their social awareness. Specific personal characteristic variables were educational level, gender, gross family income, and marital status. Social involvement variables were personal impact of farm financial strain, knowledge of a financially strained farm operator, and number of voluntary association memberships. Of the 527 rural community residents surveyed, 12.3% were not involved in any voluntary association, and 41% were members of only one voluntary association. Personal characteristic variables weighed heavily in determining the total number of voluntary association memberships. Education and gross family income were significantly related to the total number of voluntary association memberships, while gender and marital status were not significantly related. Of greatest importance in determining awareness of social issues was the degree to which the farm crisis had an impact on the residents personally. Based on this study, community change agents need to consider the use of relationship networks when attempting to disseminate information and advance social change. Change agents must also take into account the fact that persons with less education or with lower gross family incomes will be less likely to hold voluntary association memberships. (JHZ)

ED 292 597 RC 016 552
Swanson, Linda L. Butler, Margaret A.
Faces and Future of the Nonmetro Workforce.
Pub Date—Aug 87
Note—35p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Attainment, Educational Benefits, *Education Work Relationship, Futures (of Society), *Labor Force, Labor Supply, *Migration Patterns, *Regional Characteristics, *Rural Areas, Rural Development, Rural Economics, Rural to Urban Migration, Rural Urban Differences, *Young Adults

Due largely to outmigration of young people, the nonmetropolitan United States has a lower proportion of people in the prime working ages of 20-44 than do metropolitan areas. Discouraged workers and high levels of work-preventing disabilities have contributed to lower rates of nonmetropolitan labor force participation for each age group between 20 and 64 years of age. Nonmetropolitan residents, particularly in the South, are less educated–as indicated by higher high school drop out rates, fewer years of schooling among adults, and a lower proportion of college-educated adults. Of all the regions, the nonmetropolitan West had the highest percentage of people aged 25-34 and the lowest percentage of people aged 65 and older in 1986. The nonmetropolitan Midwest has the least advantageous age distribution: a low proportion of young adults of labor force age and a high proportion of elderly. Education needs to be a high priority in nonmetropolitan areas. While not a substitute for work experience or specific job-related training, education provides the flexibility and basic tools with which to learn new skills and adapt to changing situations. (NEC)

ED 292 598 RC 016 553
Garcia-Ayvens, Francisco, Comp.
Ethnic Orange County: An Ethnic Resources Directory. 3rd Edition.
Santiago Library System, Orange, CA.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—87
Note—100p.
Available from—Santiago Library System, 431 City Drive South, Orange, CA 92668.
Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Agency Role, American Indians, *Asian Americans, *Blacks, Community Information Services, Community Resources, County Programs, Cultural Education, Economic Development, Ethnic Groups, *Hispanic Americans, Newspapers, Nonprofit Organizations, *Outreach Programs, Public Libraries, Quality of Life, Reading Materials, Reference Services, Socialization, *Social Services, Vietnamese People
Identifiers—*California (Orange County)
Designed to assist libraries and other agencies in their efforts to provide current referral services to local groups and agencies serving minority populations, this directory reflects the diverse nature of Orange County's population and identifies resources to help support their basic needs. Limited to the four largest minority groups (Asian Americans, Blacks, Hispanics and Native Americans), the directory includes 102 respondents to a questionaire mailed to over 190 groups identified as serving the needs of Orange County (California). National and regional groups located within the County lines and serving the cultural, educational, social, political, and economic needs of discrete minority communities, are included. Profit-seeking, commerical ventures have been excluded. Agency/organization information includes: name, address, telephone, contact person, description, county areas served, numbers served/number of members, fees for services/membership dues, languages available, year founded, funding source, chief officer and title, and publications available. Indexes include alaphabetical listings of contact persons, languages available other than English, services type, and organizations not responding. Lists of ethnic library collections with holdings over 100 books in a particular language, and ethnic newspapers published in Orange County are also included. (JMM)

ED 292 599 RC 016 554
Vokey, Daniel
Outward Bound: In Search of Foundations.
Pub Date—May 87
Note—70p.; Master's Thesis, Queen's University.
Available from—Daniel Vokey, 1750 Herron Rd., Dorval, Quebec, Canada H9S 1B9 ($7.00 U.S. plus postage and handling, $9.00 Canadian).
Pub Type— Reports - Evaluative (142) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Concept Formation, Definitions, *Educational Philosophy, Educational Practices, Goal Orientation, Instructional Effectiveness, Misconceptions, Models, *Nontraditional Education, *Outdoor Education, Personnel, *Program Administration, *Program Descriptions, Program Design, Program Evaluation, Theory Practice Relationship, Traditionalism, *Values Clarification
Identifiers—*Outward Bound
Since the 1970s, Outward Bound (OB) has borrowed psychological language and models to articulate its educational objectives and methods in terms accessible to mainstream educators. This report claims that OB's uncritical adoption of psychological language and models will undermine its commitment to certain core values of its tradition. This is supported by analyses of three attempts to explain some aspect of OB's educational objectives and methods. In each case, it is shown how the adoption of psychological language and models is accompanied by the de-emphasis or omission of a traditional value and the traditional value is de-emphasized or omitted because it is incompatible with the views of the world and human nature reflected in the language and models. Assuming that the language and models used to describe objectives and methods influence educational practice, the de-emphasis or omission of traditional values in descriptions of OB will undermine commitment to them at the level of practice. Recommendations of how OB might strengthen its commitment to its traditional values are presented, and it is suggested that OB make explicit the views which are implicit in its tradition and then develop their implications for conceiving, designing, instructing, staffing, administering and evaluating its courses. (Author/JMM)

ED 292 600 RC 016 555
Bode, Frances
"Color Me Healthy." Risk Reduction for Indian Children through Good Nutrition.
Pub Date—May 87
Note—13p.; Paper presented at the Indian Health Promotion Conference (Denver, CO, May 26-29, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, American Indian Education, *American Indians, *Children, Eating Habits, *Health Needs, Health Services, Mothers, *Nutrition, *Parent Role, Physical Health, *Pregnancy
Identifiers—Indian Health Service
Life expectancy among certain American Indian tribes is only 50 years of age as compared with 74.6 years for the general population. Leading causes of death among Indian infants continue to be respiratory, digestive, infective, parasitic disease, and congenital malformations. Child obesity, dental caries, atherosclerosis, iron deficiency anemia, and otitis media are prevalent. All are related to lack of good nutrition and inadequate living standards. Changes from traditional diets have produced an intake consisting of 54% fat, 30% carbohydrates, and 15% protein. Mothers or family caretakers have the most vital role in forming healthful eating practices for themselves and their families. Proper weight gain during pregnancy and avoidance of alcohol and drugs are critical to the birth of a healthy infant. Intolerance to milk, common among adult Indians, must be compensated for by inclusion of other dairy products in the diet to assure adequate calcium levels. The Indian Health Service endeavors to educate and train young mothers and families in a life style that will retain their health and vigor through many years. (NEC)

ED 292 601 RC 016 557
Rowan, Madeline Bronsdon
Native Indian Youth in Museums: Success in Education at the U.B.C. Museum of Anthropology.
Pub Date—Jun 87
Note—17p.; Paper presented at the World Conference of Indigenous Peoples' Education (Vancouver, British Columbia, Canada, June 8-13, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indians, Assertiveness, Cultural Education, *Cultural Enrichment, Cultural Influences, Educational Anthropology, Foreign Countries, Lecture Method, *Museums, Public Speaking, Self Esteem, Student Experience, *Training Methods, Work Experience Programs, Workshops, *Youth
Identifiers—*British Columbia, *Native Indian Youth in Museums Project
In 1979, the Native Indian Youth in Museums project began placing Musqueam teenagers in the University of British Columbia's Museum of Anthropology to teach them about traditional coastal Indian culture, and train them to share this information with museum visitors. Co-sponsored by the Native Indian Youth Advisory Society and the Native Youth Program (NYP), the project is administered in two phases: a summer phase of 2 months when six to eight students work full-time in the museum, and a winter phase when they work Sunday afternoons. The total annual budget is $13,000-$15,000. Initially, the students were trained exclusively in the traditional uses of the red cedar tree, the resource used most by the Northwest Coast Indians. The students' repertoire has been expanded over the years to include lectures or guided walks introducing the museum's totem pole collection and local ethnobotany, and presentations on Indian fishing and the Potlatch (a ceremonial institution). Factors to be considered in establishing a similar project (training, staff time, how the public views the students, etc.) are discussed. Risks and benefits to the students working in the NYP, and their views of the project are also examined. Finally, it is noted that often students' school work improves after working with the NYP. (JMM)

ED 292 602 RC 016 560
Daul, Jennifer Rathge, Richard W.
Native Americans in North Dakota: A Statistical Portrait. North Dakota Census Data Center Report Series No. 5.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
Pub Date—Mar 86
Note—46p.; For related document, see RC 016 562. Front and inside cover pages are printed
Available from—Coordinator, North Dakota Census Data Center, Department of Agricultural Economics, North Dakota Agricultural Experiment Station, North Dakota State University, Fargo, ND 58105.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age, American Indian Reservations, *American Indians, *Birth Rate, Culture, *Educational Attainment, Employment Patterns, Employment Statistics, Income, Infant Mortality, *Labor Market, Marital Status, Occupations, *Population Trends, Poverty, Sex, *Statistical Data, Tribes, Unemployment
Identifiers—Bureau of the Census, *North Dakota
U.S. Bureau of the Census data show that in 1980, Native Americans resided in all but five counties in North Dakota, with the greatest concentration in the counties containing reservations (35.3% in Rolette County, which contains the Turtle Mountain Reservation). Nearly 63% were under 25 years of age; 53.6% of these between 5 and 17. The median age was 19.1 years, nearly 10 years younger than the state median of 28.3 years. Almost 44% of men and 34.7% of women were single. Fertility levels for Native American women were much higher than for North Dakota women in general. The crude death rate mirrored that of whites (8.7 deaths per thousand), but infant mortality was greater among Native Americans. In 1980, 28.7% of all Native Americans in North Dakota aged 25 or over had completed fewer than 9 years of formal education. The labor force participation (52.5%) was lower than the 61.4% statewide for persons aged 16 and over, with 19.2% unemployed, or four times the state rate. The largest proportion (26.2%) of Native Americans were employed in service occupations, with the average income, in 1979, $12,975, compared with $20,473 for all families. Almost 40% of all Native Americans were impoverished in 1979, more than three times the level of impoverishment for North Dakota in general. Statistical data are appended. (JMM)

ED 292 603 RC 016 561
Daul, Jennifer And Others
Spanish Americans in North Dakota, 1980: A Statistical Portrait. Report Series No. 7.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
Pub Date—Oct 86
Note—13p.; Best copy available. Some pages contain very small type.
Available from—Coordinator, North Dakota Census Data Center, Department of Agricultural Economics, North Dakota Agricultural Experiment Station, North Dakota State University, Fargo, ND 58105.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Birth Rate, Census Figures, *Cubans, Economic Factors, Educational Attainment, Employment Patterns, Employment Statistics, Income, Labor Force, Marital Status, *Mexican Americans, *Population Trends, Poverty, *Puerto Ricans, Sex Differences, *Socioeconomic Status, *Spanish Americans, Statistical Data, Unemployment
Identifiers—*North Dakota
Demographic and economic characteristics of Spanish Americans in North Dakota in 1980 are presented, using data from the Bureau of the Census. Statistics show 3,902 Spanish Americans were living in North Dakota (0.6% of the state's population): 59.4% were Mexican; 6.3% Puerto Rican, 1.5% Cuban, and 32.8% of other Spanish descent, with more males overall. Of the total Spanish American population, 50.7% were under 20 years of age, and 58.1% of these were under 10 years of age. The median age was 19.8 years, compared with 28.3 years statewide. About 24.1% of all Spanish American women and 37.2% of the men were single. Fertility levels for Spanish American women were higher than those for North Dakota women. In 1980, 28.3% of all Spanish Americans (over 25 years of age) had completed fewer than 9 years of formal education. Cubans had the highest labor force participation rate among Spanish Americans (94.9% of those 16 and over), while persons of other Spanish descent had the lowest. In North Dakota, 13.4% of all Spanish Americans in the civilian labor force were unemployed, more than twice the rate for state residents. Service occupations employed the most Spanish Americans. Median income was $12,323–compared with $18,023 statewide; 23.8% fell below the poverty level. (JMM)

ED 292 604 RC 016 562
Daul, Jennifer And Others

Racial Minority Groups in North Dakota, 1970-1980: A Statistical Portrait. North Dakota Census Data Center Report Series No. 6.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
Pub Date—Jul 86
Note—19p.; For related document, see RC 016 560.
Available from—Coordinator, North Dakota Census Data Center, Department of Agricultural Economics, North Dakota Agricultural Experiment Station, North Dakota State University, Fargo, ND 58105.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age, American Indians, Birth Rate, Blacks, Chinese Americans, Comparative Analysis, Culture, *Educational Attainment, Employment Patterns, Employment Statistics, Eskimos, Ethnic Groups, Filipino Americans, Income, Japanese Americans, Korean Americans, *Labor Market, Marital Status, *Minority Groups, Occupations, *Population Trends, Poverty, Sex, Statistical Analysis, *Statistical Data, Tribes, Unemployment, Vietnamese People
Identifiers—Bureau of the Census, *North Dakota
Demographic and economic characteristics of racial minorities (American Indian, Eskimo, Aleut, Black, Japanese, Chinese, Filipino, Korean, Vietnamese, Asian Indian or other) in North Dakota in 1980 are presented, using U.S. Bureau of the Census data. Between 1970 and 1980, the number of racial minority residents increased by 8,900 (48.6%), with the largest gain among the American Indians (40%). Males slightly outnumbered females overall. Half of these residents were under 20, with only 5.3% over 60 years of age. With the exception of the Vietnamese, American Indians, Eskimos, and Aleuts, racial minorities had higher educational attainment levels than Whites in the state in 1980, with 61.2% of Asian Indians over the age of 24 having completed 4 years of college. Fertility levels were higher among most racial minorities than those for the general population of North Dakota women. In 1980, 45% of racial minority men, and 31.3% of women were single. Of those 16 years old and over, 57.5% participated in the labor force. Individual minority rates of participation vary considerably (87.1% for Blacks and 52.5% for American Indians). Service occupations employed the largest numbers. Unemployment was 17.1% for combined racial minority groups, more than three times the rate for all North Dakotans. Median household average income varied significantly: $8,173 for Vietnamese, and $25,625 for Filipinos. Nearly 40% of American Indian, Aleut and Eskimo persons were impoverished. Statistical data are included. (JMM)

ED 292 605 RC 016 563
Leadership in the Small School. The Best of the NASSP Bulletin.
National Association of Secondary School Principals, Reston, Va.
Report No.—ISBN-0-88210-1935
Pub Date—87
Note—229p.
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Attitudes, Administrator Guides, *Administrator Role, *Educational Environment, Elementary Secondary Education, *Instructional Improvement, Rural Education, *Small Schools, Student Characteristics, *Teacher Administrator Relationship
Identifiers—*Educational Leadership, *Management Practices, NASSP Bulletin
Intended to serve as a handbook for the principal of the small school, this volume presents a collection of 38 articles about small schools that have appeared in the National Association of Secondary School Principals Bulletin during the past 7 years. An introduction explores the basic concept of size as it relates to schools. Five chapters group articles under the topics: "Leadership: Providing a Direction for Learning," "Management: Creating a Climate for Learning," "Instruction: Improving Classroom Learning," "Teachers: Supporting Better Learning," and "Students: Promoting Expectations for Learning." A concluding section highlights six significant categories of strength (administration, the teacher, the student, the community, guidance, and atmosphere), acknowledges that there will always be a need to discuss ways of improving the teaching/learning environment of small schools, and provides a stimulating list of practical suggestions. (NEC)

ED 292 606 RC 016 565
Parks, Gail Armstrong
The Education of Rural Students in the United States.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Mar 83
Contract—NIE-P-84-0054
Note—144p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Educational Attainment, Educational Needs, Elementary Secondary Education, Minority Groups, *Regional Characteristics, *Rural Education, Rural Schools, *Rural Urban Differences, Small Schools, *Student Characteristics
This study about rural school and student characteristics uses recent investigations to focus on the needs of rural schools and students. The first two sections of the report describe rural populations and communities, paying particular attention to changes since 1970 and to regional differences in growth rate, economic base, and racial/ethnic composition. Using national figures supplemented with regional or local data, Section III examines the "conventional wisdom" assumptions that the 50-year trend to consolidate schools is abating. Section IV focuses on the lag of the nonmetropolitan population as a whole, and all racial and ethnic groups in particular, behind the metropolitan population on measures of college attainment, high school attainment, and literacy rates during the 1970s. Section V reports how high school seniors answered questions about their classes, teachers, and schools in the 1981 "High School and Beyond" study. A final summary and conclusion section suggests a need for educators and policy makers to consider three elements of education as it occurs in the nation's rural schools: equity, curriculum, and planning around regional differences within a national context. (NEC)

SE

ED 292 607 SE 048 885
Shymansky, James A., Ed. Kyle, William C., Jr., Ed.
A Summary of Research in Science Education-1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0016
Note—162p.; For 1985 summary, see ED 278 551.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—College Science, *Curriculum, Educational Research, Elementary School Science, Elementary Secondary Education, Higher Education, *Learning, *Literature Reviews, *Research and Development, Science Education, *Science Instruction, Secondary School Science, Teacher Attitudes, *Teachers
Identifiers—*Science Education Research
This volume represents a compilation and organization of more than 400 research efforts reported in 1986. Its objective was to organize the research in such a way that studies or related topics are easy to access by practitioners or researchers. It is organized around four major sections that reflect the process of teaching, learning, and schooling including: (1) "Teaching and the Teacher" (studies of teacher attitudes, perceptions, practices, repertoires and performance); (2) "Learning and the Learner" (the nature of learning and characteristics of the learner); (3) "Curriculum and Instruction" (the nature of curricula, instructional variables, and characteristics of exemplary science programs); and (4) "Instrument Development and Analysis" (efforts to develop and/or validate instruments to measure the process of teaching, learning and schooling). Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. No effort to conduct an in-depth analysis of each research area was made. A discussion of the significance of the studies and implication for practice and future research is included in each major section. Three imperatives that were noted were the need for research to have a greater impact upon classroom procedures, greater teacher interaction, and teacher collaboration on research teams. (CW)

ED 292 608 SE 048 890
Disinger, John F., Comp.
Trends and Issues in Environmental Education: EE in School Curricula. Reports of a Symposium and a Survey. Environmental Education Information Reports.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; North American Association for Environmental Education, Troy, OH.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0016
Note—149p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($10.50).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Conferences, *Curriculum Development, *Curriculum Problems, *Curriculum Research, Educational Trends, Elementary Secondary Education, *Environmental Education, Instructional Effectiveness, *Interdisciplinary Approach, Models, Science and Society, Student Behavior
Charting the curricular institutionalization of environmental education, particularly as it seeks to establish an appropriate niche in the K-12 curriculum, was the focus of a recent symposium held at the annual conference of the North American Association for Environmental Education in October, 1987. Contained in this document are the papers presented at the symposium and a survey of 40 states regarding practices related to environmental education. Papers include: "By Way of Beginning: 14 Scholars, 14 Views" (Paul F. Brandwein); "WholeEarth Learning: An Infused Approach to Education about the Environment" (Cheryl Charles); "The Educational Context: Environmental Education in the School Curriculum" (Paul Hart); "Environmental Education and Student Behaviors" (Harold R. Hungerford); "Environmental Education in the School Curriculum: The Research Base" (Louis A. Iozzi); "Environmental Education in the Curriculum: It's Already There!" (David C. Engleson); "The Problem of Curriculum Infusion in Environmental Education" (Milton McClaren); "Environmental Education: The Right Product at the Right Time" (Rudolph J. H. Schafer); "An STS Perspective on Environmental Education in the School Curriculum" (Peter A. Rubba); "Alternative Curriculum Models for Environmental Education" (Chris Buethe); "(How) Can Interdisciplinarity Be Implemented?" (William F. Hammond); "Beyond Infusion and Single Subjects: The Issue of Fit of Environmental Education in the Curriculum" (Ian Robottom); "The Brain-Mind System and Infusion" (Bob Samples); "Environmental Education: Larger than a Single Curriculum" (Kay Monroe Smith); and "Environmental Education in the School Curriculum: Does It Fit?" (Jerry Hodge). John F. Disinger's "Survey Report: Current Practice: Environmental Education in U.S. School Curricula" concludes the document. The appendixes give information on the symposium participants and survey respondants and a copy of the survey form. (TW)

ED 292 609 SE 048 950
Syron, Lisa
Discarded Minds: How Gender, Race and Class Biases Prevent Young Women from Obtaining an Adequate Math and Science Education in New York City Public Schools.
Center for Public Advocacy Research, New York, NY.
Spons Agency—New York Community Trust, N.Y.
Pub Date—Feb 87
Note—94p.; A project of the Full Access and Rights to Education Coalition.
Available from—Center for Public Advocacy Re-

search, Inc., 12 West 37th Street, New York, NY 10018 ($6.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Equal Education, Females, Low Income Groups, *Mathematics Achievement, Mathematics Anxiety, Mathematics Education, *Minority Groups, Participation, Racial Distribution, Secondary Education, *Secondary School Mathematics, *Sex Differences
Identifiers—*New York City Board of Education
This study is a systematic investigation of female participation in mathematics and science classes in New York City schools. Six major findings reported include: (1) young women's low levels of participation in mathematics and science reflect the overall low levels of participation and reveal lack of attention to excellence in mathematics and science education as well as the limitations of current policy and practices; (2) young women from racial minorities or from low income families face additional barriers to achievement in mathematics and science in that they have lower rates of participation than both their male counterparts and white females; (3) although young women participate at higher rates than young men in beginning mathematics and science courses, their participation rates drop below young men's in advanced courses; (4) the kinds of policies, programs, and practices that encourage female achievement and participation in mathematics and science are often prohibited by basic features of the educational system; (5) despite the fact that young women constitute 48% of the total school population, gender, race, and class differences are maintained through most policies and practices; and (6) recent reform plans omit concrete efforts to ensure equal opportunity and pay only lipservice to those issues. (PK)

ED 292 610 SE 048 952
Grinnell, Frederick
The Scientific Attitude.
Report No.—ISBN-0-8133-0539-X
Pub Date—Nov 87
Note—141p.
Available from—Westview Press, 5500 Central Avenue, Boulder, CO 80301 (hard-cover-$29.50; paper-back-ISBN-0-8133-0540-3-$13.50).
Pub Type— Books (010) — Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—Biology, *Biomedicine, *College Science, Doctoral Dissertations, Doctoral Programs, *Educational Philosophy, Financial Support, Graduate School Faculty, Graduate Study, Higher Education, Politics, Professional Development, Religion, *Research Design, Science Education, *Scientific Attitudes, Scientific Enterprise, *Scientific Methodology, Technology
Science is many things to many people: a way of thinking and an activity of individuals in the laboratory; a highly structured institution that recruits, instructs, and regulates its members; and a sensitive, interactive, and integrated segment of modern culture and society. This book presents an introduction to these aspects of science from the viewpoint of a scientist. Using examples, primarily from the biomedical sciences, it provides a general introduction to science studies. Considerations include the methodology, attitude, process, institution, and social force of science. Sections include: "Making Observations"; "Experimental Design and Interpretation"; "Scientific Collectives: Transmission of the Thought Style"; "Scientific Collectives: Maintaining the Thought Style"; and "Science and the World." Among the topics covered in these sections are the concepts of life, the cell gestalt, graduate programs, laboratory research funding, secrecy, fraud, ethical issues, religion, politics, public policy, and human aspects of scientists. Concluding comments are made, and notes and references are detailed. (CW)

ED 292 611 SE 048 953
Division of Science Resources Studies. Project Summaries: FY 1987.
National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.
Report No.—NSF-87-315
Pub Date—87
Note—81p.
Available from—National Science Foundation, Forms & Publications Unit, 1800 G Street, NW, Room 232, Washington, DC 20550 (free while supply lasts).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Programs, *College Science, Federal Aid, *Federal Programs, Foreign Countries, Higher Education, *International Programs, National Programs, Program Administration, *Program Budgeting, *Program Content, *Program Descriptions, Science and Society, Science Education, Science Programs, Special Programs, Technology
This publication was produced in response to a perceived need for a compact reference volume that permits a rapid overview of all the projects carried out by the Division of Science Resources Studies of the National Science Foundation. It was designed to furnish sufficient information on project objectives, methods, results, and references to facilitate user identification of projects for further investigation. Included are: (1) sections on the availability of publications; (2) an overview of science and technology resources; (3) the characteristics, education, and employment of human resources; (4) financial resources from the government, industry, and higher education; (5) outputs and impacts; and (6) international science and technology. Appendices include "Principal Investigators"; "Intramural Publications, 1977-87"; and "Extramural Publications, 1977-87." This document provides a summary of 67 projects in the United States and abroad. (CW)

ED 292 612 SE 048 954
Dori, Yehudit And Others
The Development and Evaluation of a Chemistry Curriculum for Nursing Schools in Israel.
Pub Date—Apr 88
Note—8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anxiety, *Chemistry, *College Science, Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Foreign Countries, Higher Education, *Nursing Education, Pharmaceutical Education, Science Education, Student Attitudes
Identifiers—*Israel
A very diverse population of students choose nursing as a profession in Israel. Although chemistry is basic for studying nursing, most of these students have not studied chemistry in school for longer than a single year-usually in grade 10. A chemistry curriculum for nursing schools was developed, implemented, and evaluated. This curriculum was designed to meet goals identified in a preliminary needs assessment including: (1) the need for a chemistry base for advanced nursing courses, such as biochemistry and pharmacology; (2) the need for content to be applied to students with different backgrounds in science; and (3) the need to increase the usual lack of interest of nursing students in studying chemistry. During the academic year of 1985, the "Chemistry for Nursing Schools" course was studied by 400 student nurses, in 10 nursing schools. The implementation of this course included discussions with teachers employing the new curriculum, the development of teaching aids, and an evaluation using pre- and post-achievement and attitude tests. Both teachers and student nurses indicated that the new curriculum fulfilled a need for a chemistry course for nursing schools, contributed significantly to the improvement of the image of chemistry, and diminished the anxiety often caused by the study of chemistry. (CW)

ED 292 613 SE 048 955
Kaufman, James A.
Laboratory Safety Guidelines: 40 Steps for Improving Laboratory Safety.
Pub Date—83
Note—4p.
Available from—Laboratory Safety Workshop, Curry College, Milton, MA 02186 (free while supply lasts).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Science, Hazardous Materials, Higher Education, Laboratory Equipment, *Laboratory Procedures, *Laboratory Safety, Pamphlets, Safety Education, *School Safety, Science Education, Science Laboratories, Secondary Education, *Secondary School Science
This pamphlet offers suggestions for improving laboratory safety. It is based on the notion that having an understanding of inherent hazards and learning how to be safe should be an integral and important part of science education. It is organized into "steps requiring minimal expense" and "steps requiring moderate expense." Included in these guidelines are suggestions for procedural, equipment, and personnel practices. A list of nine references is given, with an address and price for each. (CW)

ED 292 614 SE 048 956
Wivagg, Daniel E. Moore, Randy
Current Trends in Biology Education.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Dec 87
Note—7p.
Available from—National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (2-10 copies $1.00, 11-99 $.75, 100 or more $.60).
Journal Cit—Curriculum Report; v17 n3 Dec 1987
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Biology, Bulletins, *Educational Trends, National Programs, Program Content, *Program Descriptions, Science Education, Science Programs, Secondary Education, *Secondary School Science, *Teacher Characteristics
This newsletter reports on the status of biology education in the United States. It states that biology has entered its "golden age" because of the emergence of biotechnology, ecology, agricultural productivity, and human biology as major societal issues. This report discusses the status of the informal national curriculum of biology, involving textbooks and standardized tests, and identifies six major efforts underway in the United States; these have to do with curricula, programs, and concepts. This paper also reports on a poll of award winning biology teachers that revealed some common characteristics. It indicates that successful biology teachers stress process and thinking skills. It states that these teachers generally enjoy their work and spend a great deal of out-of-school time preparing for classes. Many teachers attempt to keep up to date by attending meetings and conventions and most view their work as critically important to developing responsible students. The descriptions of eight exemplary secondary biology programs are included. A brief list of additional resources is provided. (CW)

ED 292 615 SE 048 957
Alao, David A. Gallagher, James J.
Influences of Examination Policies on Chemistry Teaching Practices in Nigerian High Schools: An Ethnographic Study.
Pub Date—Apr 88
Note—42p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, *Case Studies, *Chemistry, *Foreign Countries, *National Programs, Public Officials, Public Policy, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Student Attitudes, Surveys, Teacher Attitudes
Identifiers—Great Britain, *Nigeria, *West African Examination Council
This paper presents research designed to study the West African Examination Council's (WAEC) policy and its impact on teaching chemistry in Nigerian secondary schools. Five knowledgeable public figures in Nigeria and Great Britain were interviewed concerning policy formulation and implementation. Five pertinent documents were analyzed. Ethnographic methods were used to develop the case study. A database was developed from field-notes, data from interviews, and questionnaires administered to education officials, chemistry teachers, school administrators, and students. The interview data yielded salient information about the operation of WAEC in West Africa and Nigeria, compared with that of the University of London School Examinations Board (ULSEB) in England. Two main differences were observed: (1) the strong influence of the African government on WAEC's operation, whereas, the ULSEB is not influenced by the British

government; and (2) the issue of security, which has led to examination leakages in African states. Implications and conclusions drawn from the study include the need to: develop strategies to improve organizational communication in the Nigerian centralized educational system; and (2) improve preservice training of chemistry teachers to make them more effective communicators of scientific information. (CW)

ED 292 616 SE 048 958
Piburn, Michael D. And Others
Misconceptions about Gravity Held by College Students.
Pub Date—Apr 88
Note—27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Science, College Students, *Gravity (Physics), Higher Education, *Interviews, Mechanics (Physics), *Misconceptions, Physical Sciences, *Physics, Qualitative Research, Science Education, Space Sciences, *Undergraduate Students
Identifiers—Science Education Research
This study was part of a continuing exploration of the naive misconceptions of students in the physical sciences conducted within the context of current literature in alternative frameworks. The sample was selected from among those students registered for a liberal education physical science class at a small private college. The method used was a clinical interview, beginning with very open-ended questions, moving to that of "interview-about-instances," and ending with a paper-and-pencil test. During interviews about the nature of the solar system, the subject invariably turned to gravity. This appeared to be an exceptionally salient topic to the students and one about which they were very uncertain. Most subjects had some grasp of the concept that the mass and gravity of an object were related. A common interpretation was that, since the gravitational force acted from a point at the center of the planet, it was diminished at the surface as a planet became larger. The presence of the sun appeared to be a major factor in the judgments made by most students. The most salient relationship was between the sun and planets. The results indicated most had a reasonable concept of gravity. It was anticipated that the observed misconceptions could be corrected by an appropriately designed intervention. (Author/CW)

ED 292 617 SE 048 959
Iben, Miriam F.
School Mathematics Experiences: A Comparison of U.S. and Japanese Seventh and Eighth Grade Students.
Pub Date—19 Feb 88
Note—17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 19, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Comparative Education, Educational Research, Elementary School Mathematics, Elementary Secondary Education, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Tests, *Secondary School Mathematics, *Spatial Ability, Visualization
Identifiers—*Japan, Mathematics Education Research
This investigation of U.S. and Japanese seventh and eighth grade student achievement in the development of space relations indicated that the Japanese seventh grade mean score was 35% greater than that of the U.S. seventh grade sample and the Japanese eighth grade mean score was 11% greater than that of the U.S. eighth grade sample. Four possible explanations are offered for the differences between the U.S. and Japanese mean space relations scores: (1) development of space relations is a part of the Japanese mathematics curriculum beginning in first grade and not a defined part of the U.S. curriculum; (2) Japanese students have many hands-on activities developing space relations and U.S. students' space relations experiences are principally computation; (3) the Japanese students have the equivalent of 2.4 U.S. school years, or 40% more mathematics experience than U.S. students entering seventh grade; and (4) Japanese students are taught space relations using a Socratic method while U.S. students are taught using a direct instruction method. A further finding is that intrinsic motivation to study mathematics is a significant positive predictor of student development of space relations while extrinsic motivation is a negative predictor. (Author/PK)

ED 292 618 SE 048 960
Howe, Ann C.
Translating Research into Practice: A Model Linking University Researchers and Classroom Teachers.
Pub Date—Apr 88
Note—7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, Mathematics Education, Mathematics Teachers, *Models, *Research Utilization, Science Education, Science Teachers, Secondary Education, *Secondary School Mathematics, *Secondary School Science, *Theory Practice Relationship
Identifiers—Mathematics Education Research, *Science Education Research
The translation of research findings into practical use has been a persistent problem in education. This paper describes a model that seeks to avoid some of the implementation and dissemination practices of the past–practices that produced disappointing results. The purpose of the study was to develop and test a model that brings together university researchers and classroom teachers in a collaborative endeavor to test, evaluate, and adapt research findings in classroom settings. The procedure described involved three steps. First a questionnaire on research interests was sent to a state-wide sample of science and mathematics teachers. Interest in knowing about research results was high among both junior high school and high school teachers; many teachers expressed an interest in being active participants in research. Next, survey results were presented to a group of local teachers who had been invited to a meeting to discuss ways to implement the translation of research into classroom practice. As a result of this meeting, a group of seven teachers and three faculty members was formed. Finally, a consensus was reached on operating procedures and principles. After study and discussion of research articles, reviews, and other materials, the teachers began trying out ideas from the readings and ideas of their own, reporting results at monthly meetings. (TW)

ED 292 619 SE 048 961
Wilkinson, William J. And Others
The Teaching-Learning Environment in a Student-Centered Physics Classroom.
Pub Date—Apr 88
Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, Grade 11, High Schools, *Physics, Science Education, *Science Instruction, *Secondary School Science, Self Esteem, *Student Attitudes, *Teacher Behavior, Teaching Methods
Identifiers—Science Education Research
The purpose of this study was to explore how the needs, actions, and beliefs of teacher and students interact with the constraints of the classroom and the curriculum to establish an atmosphere conducive to effective learning of physics in grade 11. An interpretive research methodology was used to investigate the students' and teachers' needs, ideas, and beliefs which were responsible for the coherent establishment of a harmonious student-centered teaching-learning environment. Constraints within the curriculum and the school were examined for their impact on the learning climate. The results indicated that: (1) students were mainly responsible for their own learning; (2) activity sheets were used to relate new experiences to prior knowledge; (3) this learning environment was designed to encourage student understanding rather than rote learning; (4) activity sheets and note guides were used to engage students in actively constructing their own learning; (5) a framework for student learning was developed; (6) additional cues as to the level of cognitive demands came from the students and led to different classroom strategies being adopted to improve learning; (7) the syllabus and assessment structure controlled the time spent on each topic; and (8) this learning environment promoted students' self-esteem. (TW)

ED 292 620 SE 048 962
Weiss, Iris R.
Report of the 1985-86 National Survey of Science and Mathematics Education.
Research Triangle Inst., Durham, NC. Center for Educational Studies.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—RTI/2938/00-FR
Pub Date—Nov 87
Grant—SPE-8317070
Note—235p.; Tables and drawings may not reproduce well.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Educational Assessment, Educational Research, Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, Mathematics Education, Middle Schools, *National Surveys, Research Reports, Science Education, *Secondary School Mathematics, *Secondary School Science, *Teacher Background, *Teacher Characteristics, Teacher Shortage, *Textbooks
Identifiers—Mathematics Education Research, Science Education Research
This is the report of a national survey of approximately 1,000 teachers and administrators from a sample of 425 schools nationwide. The report includes a description of the sample design, instrument development, data collection, file preparation, analysis procedures, and survey forms. Topics covered in the report include science and mathematics courses; use of textbooks in science and mathematics classes; instructional objectives and activities; science and mathematics teachers; professional development; and factors which affect instruction in science and mathematics education. Among the findings were: (1) many science teachers lack adequate training; (2) half or more of the science and mathematics teachers felt unprepared to use computers as an instructional tool; (3) a large proportion of teachers have not taken a course for college credit in the last 10 years; (4) though many teachers attend conferences and meetings, the amount of time devoted to inservice education was typically less than 6 hours per year; and (5) the percentage of classes using hands-on activities has dropped since 1977. The report also stressed that the majority of science and mathematics teachers are somewhat isolated from facilities and resources needed to effectively teach their classes. (CW)

ED 292 621 SE 048 963
Flavin, Christopher Durning, Alan B.
Building on Success: The Age of Energy Efficiency. Worldwatch Paper 82.
Worldwatch Inst., Washington, D.C.
Report No.—ISBN-0-916468-83-6
Pub Date—Mar 88
Note—78p.
Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($4.00).
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alternative Energy Sources, Conservation (Environment), Depleted Resources, *Ecological Factors, Economic Factors, *Energy Conservation, *Energy Management, *Environmental Education, *Fuel Consumption, Natural Resources, Scientific and Technical Information
The post-World War II era is commonly described as the age of oil. Petroleum has fueled the industrialization process and has helped to raise living standards around the globe. At the same time, the current era has been referred to as the age of efficiency. Since 1973, it is estimated that the world saved far more energy through improved efficiency than it has gained from all new energy sources. This document deals with some of the possibilities for energy efficiency, particularly as it relates to envi-

ronmental quality. It includes sections which deal with: (1) energy-wise buildings; (2) transportation challenges; (3) new potentials for industry; (4) research; (5) prices, taxes, and standards; (6) institutionalizing efficiency; and (7) the limits to energy growth. (TW)

ED 292 622 SE 048 964
Pea, Roy D., Ed. Sheingold, Karen, Ed.
Mirrors of Minds: Patterns of Experience in Educational Computing.
Report No.—ISBN-089391-423-1
Pub Date—87
Note—342p.; Compilation of papers from the Center for Children and Technology, Bank Street College. Some charts may not reproduce well.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 ($19.95).
Pub Type— Collected Works - General (020) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Computer Assisted Instruction, *Computer Uses in Education, *Educational Technology, *Elementary School Mathematics, *Elementary School Science, Elementary Secondary Education, Interactive Video, Mathematics Education, Minority Groups, Science Education, *Secondary School Mathematics, *Secondary School Science, Sex Differences

This publication presents selected papers that address certain questions that are being investigated by Bank Street College's Center for Children and Technology (CCT). CCT's researchers are working to help define new research inquiries and to document students' and teachers' uses and understandings of educational technologies. Included in this book are papers dealing with: (1) the interpretation of Logo in practice; (2) teachers' adoption of multimedia technologies for science and mathematics instruction; (3) functional environments for microcomputers in education; (4) preparing urban teachers for the technological future; (5) literacy and technology for minority schools; (6) mapping the cognitive demands of learning to program; (7) integrating human and computer intelligence; (8) the cognitive effects of learning computer programming; (9) Logo and the development of thinking skills; (10) the microcomputer as a symbolic medium; (11) involving teachers in the formative research and design of "The Voyage of the Mimi"; (12) interactive video discs for children's learning; (13) computers and girls; (14) informing the design of software through context-based research; and (15) the practices of novices and experts in critical inquiry. (TW)

ED 292 623 SE 048 966
Cole, Donna J.
A Successful Science Program: Through Cooperative Agencies Efforts.
Pub Date—88
Note—32p.; Paper presented at the Annual Meeting of the American Association for College Teacher Educators (New Orleans, LA, February 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Educational Finance, Elementary Education, *Elementary School Science, *Experiential Learning, Federal Aid, Program Development, *School Community Relationship, *Science Curriculum, Science Education, *Science Education History, *Science Instruction, Scientific Literacy, Unified Studies Curriculum
Identifiers—*Springfield City Schools OH

Science education has become a focal point in recent years for discussion and speculation. Numerous reports indicate that science instruction is not producing high quality education. This document notes many of the changes in science education by citing historical trends in the field since 1940. It then goes on to describe a cooperative unified science program (for grades K-8 in Springfield, Ohio) known as the Modular Approach to Teaching Science (MATS). It outlines the evolution of the MATS program, including: (1) the appointment of a science coordinator; (2) the development of the experientially based unified science curriculum; and (3) the involvement of various contributors to the program, such as the city school system, science specialists, outside consultants, and federal funding. Evaluative comments about the program are also provided. (TW)

ED 292 624 SE 048 967
Education's Greatest Untapped Resource: Second Career Scientists and Engineers.
National Executive Service Corps, New York, NY.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—Feb 87
Note—58p.
Available from—National Executive Service Corps, 257 Park Avenue South, New New York, NY 10017 ($10.00).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, Mathematics Education, Mathematics Instruction, *Mathematics Teachers, *National Surveys, *Older Adults, Retirement, Science Education, Science Instruction, *Science Teachers, *Secondary School Mathematics, *Secondary School Science

At a time when many are concerned with the shortage of qualified science and mathematics teachers in public schools, a recent survey was conducted by the National Executive Service Corps (NESC) into the availability of technical professionals nearing retirement who have expressed a willingness to teach. The results of the 9-month study indicates that a substantial number of well-educated and experienced professionals are potentially strong and viable teacher candidates. The report contains survey results from individuals in: (1) corporate management; (2) military leadership positions; (3) public school districts; and (4) education policy and practice situations such as teacher organizations and teacher training institutions. The report concludes that this type of personnel utilization has the potential to rejuvenate the cadre of science and mathematics teachers for the future. Copies of the survey instruments are included. (TW)

ED 292 625 SE 048 968
Babco, Eleanor L.
Salaries of Scientists, Engineers and Technicians. A Summary of Salary Surveys, Thirteenth Edition.
Commission on Professionals in Science and Technology, Washington, DC.
Pub Date—Oct 87
Note—292p.; Some charts and small print may not reproduce well.
Available from—Commission on Professionals in Science and Technology, 1500 Massachusetts Avenue, NW, Suite 831, Washington, DC 20005 ($45.00).
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*College Graduates, *College Science, *Engineering, Engineering Education, Higher Education, Job Placement, Labor Market, Occupational Information, Occupations, Science Education, *Scientists, Statistical Data, *Statistical Surveys, *Technical Occupations

This publication reports starting salary data based on job offers made to graduating college students at all degree levels in selected curricula and graduate programs during the recruiting period of September 1986 to June 1987. Data were submitted by 164 placement offices at 143 participating colleges and universities in the United States. This report shows job offers down, but starting salaries up two to six percent over the previous year. The decrease was not spread evenly over all fields. The data show increased offers to humanities graduates, especially in merchandising and service industries. Decreases were shown mostly in engineering fields. The information provided is organized into sections including: (1) starting salaries of inexperienced graduates; (2) salaries of experienced scientific and technical personnel; (3) salaries of engineers; (4) salaries of technicians; (5) federal salaries; (6) faculty salaries; and (7) a bibliography of data sources. Included in this volume are 247 tables of data organized by rank, sex, position, status, race, region, institution, age, function, experience, specialty, and field. (CW)

ED 292 626 SE 048 969
Yager, Robert E.
Assessing the Impact of the Iowa Honors Workshop on Science Teachers and Students. A Final Report for NSF. With Appendices.
Iowa Univ., Iowa City. Science Education Center.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—88
Grant—TEI-8317395
Note—567p.
Pub Type— Reports - Research (143)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors—Curriculum Development, *Elementary School Science, Elementary Secondary Education, *Exceptional Persons, *Gifted, *Science Curriculum, Science Education, *Science Teachers, *Secondary School Science, Student Attitudes, Teacher Characteristics, Teacher Workshops

This report focuses on the proposals, materials, programs produced, and the results that occur when new teachers and their students become involved with exemplary science materials and with teachers judged to be exemplary. This project enrolled exceptional teachers who could work together in class groups with some common purpose as to science approach or with some purpose peculiar to specific K-12 grade levels. The teachers conducted inservice workshops, wrote articles, prepared curricula, made presentations to organizations, served on committees and as officers in professional societies, and became involved with improvement efforts such as proposals for funding. This report provides general summaries regarding in-school assessment with science, technology and society (STS) initiatives and information from video tapes of teachers prior to and following workshop experience. For each section, generalities and summaries are provided. A separately bound appendix lists participants, a sample of participant products, a sample of feedback questionnaires, newsletters, manuscripts, and STS assessment instruments. In general the results indicated that this project was successful in equipping exemplary teachers with materials and alliances for developing workshops and communication skills. (CW)

ED 292 627 SE 048 970
Finneran, Kevin
The Federal Role in Research and Development. Report of a Workshop (November 1985).
National Academy of Sciences - National Research Council, Washington, DC. Committee on Science, Engineering, and Public Policy.
Pub Date—86
Note—47p.; Proceedings (November 1985).
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College Science, *Federal Aid, *Federal Government, Government (Administrative Body), Government Publications, *Government Role, Higher Education, *Policy Formation, Public Agencies, *Research and Development, Research Universities, Research Utilization, *Scientific Research

This report summarizes a workshop held in November, 1985 and sponsored by the Committee on Science, Engineering, and Public Policy and by the Academy Industry Program. It summarizes 2 days of intensive discussions on two overlapping topics: capabilities for measuring economic returns on federal investments in research and development (R&D), and principles for federal support of applied research. While both questions were illuminated and sharpened, no firm answers appeared. This report contains chapters on measuring returns on federal investments and applied R&D. Each chapter contains an introduction, brief history, and a discussion of the issues. Appendices include workshop participants and commissioned papers. Tables include R&D funding for 1953 to 1986. Overall conclusions include: (1) estimating rates of economic return may be misleading because these returns are not the explicit purpose of federal investment in R&D; (2) existing economic models have serious shortcomings that limit their use; and (3) even if perfected, economic models should be regarded as merely among the criteria for guiding federal R&D policy. Some guidelines suggested were to define goals modestly, tailor programs, match user needs with research capabilities, and emphasize generic research. (CW)

ED 292 628 SE 048 971
Brownson, Jean
Using Knowledge To Build Knowledge: The Thematic Approach to Content Reading.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date—Apr 88

Note—11p.
Available from—INSIGHTS, Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($3.50 per subscription).
Journal Cit—Insights; v20 n7 Apr 1988
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cloze Procedure, *Content Area Reading, *Elementary School Science, Elementary Secondary Education, Junior High Schools, Middle Schools, *Reading Comprehension, *Reading Improvement, *Reading Skills, *Reading Strategies, Science Education, Secondary School Science

Children who have difficulty reading content materials are sometimes found to read fiction quite well. These children may not have the conceptual knowledge they need to relate the text material to their own lives. Children may experience difficulty reading content texts because they do not actively try to relate to and build knowledge from one situation to the next. Because of the shallow presentation and disorganization of content in some texts, children are required to make inferences and contribute all the meaning. This themed approach helps address these concerns in that it builds the learner's background for the print by giving real experiences which capture the child's interest in learning, facilitates independence in learning and active involvement, and provides well written texts. This approach also uses a variety of materials and activities to develop skills, strategies, and interest in reading. These include charts, poems, recipes, and games. An example of such an approach is included. Strategies and activities demonstrated are: (1) a cloze activity; (2) charting questions; (3) reading strategies; (4) non-print resources; (5) semantic webbing; and (6) a recipe. All involving a unit on bats as an example. Activities stress that readers need to use the semantic, syntactic, and graphophonic cueing systems in a balanced and effective way. Risk taking, like effective use of strategies, is modeled, guided, and reinforced whenever possible. (CW)

ED 292 629 SE 048 972
Foreign and Foreign-Born Engineers in the United States: Infusing Talent, Raising Issues.
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
Pub Date—88
Note—182p.; Graphs and charts may not reproduce well. Product of the Committee on the International Exchange and Movement of Engineers.
Available from—Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, NW, Washington, DC 20418 (free while supply lasts).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*College Science, *Engineering Education, *Engineers, Federal Government, *Foreign Students, Government (Administrative Body), Government Publications, *Government Role, Graduate Students, Graduate Study, Higher Education, *Policy Formation, Public Agencies, Science Education

Immigrants have provided a transfusion of new talent throughout U.S. history to support the nation's economic and cultural growth and development. The absorption of these successive groups of immigrants has often been accompanied by issues associated with their integration into the work force and society. In recent years, there has been a marked increase in foreign and immigrant engineers and engineering students. A large proportion of these individuals remain in the United States and are becoming an increasingly important component of the engineering work force. This report provides a background and preliminary examination of the issues associated with this international movement. It attempts to identify the major issues and their validity and suggests followup studies that may be needed for proper evaluation of the issues involved. The issues discussed include: (1) the dependency of institutions on foreign engineers; (2) the displacement of U.S. engineers and the lowering of salaries; (3) graduate enrollments and degrees; (4) federal regulations and relative performance of foreign engineers; and (5) international movements and contacts of American engineers. A number of recommendations are made to address these issues. Appendices include the agenda of a workshop on the international exchange and movement of engineers, workshop participants, commissioned papers, and a paper by Charles E. Falk. (CW)

ED 292 630 SE 048 973
Bennett, Albert B., Jr.
Fractions-Concepts before Symbols.
Pub Date—87
Note—13p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Elementary School Mathematics, Functions (Mathematics), Fundamental Concepts, Intuition, Manipulative Materials, *Mathematical Concepts, Mathematical Vocabulary, Mathematics Education, *Mathematics Instruction, *Mathematics Materials, Mathematics Skills, *Ratios (Mathematics), Symbols (Mathematics), *Teaching Methods

The learning difficulties that students experience with fractions begin immediately when they are shown fraction symbols with one numeral written above the other and told that the "top number" is called the numerator and the "bottom number" is called the denominator. This introduction to fractions will usually include a few visual diagrams to help students learn about these strange new number symbols, and soon thereafter the students are told the rules for operations on them. The purpose of this paper is to show how fraction concepts and operations can be taught intuitively with manipulative materials before fraction symbols and rules are introduced. This is demonstrated with part-to-whole models such as "Fraction Bars." The concepts are built progressively including the part-to-whole concept, equality, addition, subtraction, multiplication and division. In each case, methods and examples are given. It is possible to teach fraction concepts and provide readiness for fraction operations before introducing fraction symbols or rules. Creating and playing games is an effective method of motivating students to become actively involved in the learning process. This paper recommends a lengthy readiness period for fractions and contains specific suggestions for activities during this period. (CW)

ED 292 631 SE 048 974
State of the Environment: A View toward the Nineties. A Report from the Conservation Foundation.
Conservation Foundation, Washington, D.C.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Report No.—ISBN-0-89164-098-3
Pub Date—87
Note—614p.
Available from—The Conservation Foundation, 1250 24th Street, Washington, DC 20037 ($19.95; 5-9 copies, 20% discount; 10-19 copies, 25% discount; 100 or more, 40% discount).
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Conservation (Environment), Ecological Factors, Economic Factors, *Environmental Education, *Futures (of Society), *Global Approach, National Programs, *Natural Resources, Quality of Life, Science and Society, *World Problems

This document provides a review of the United States' progress in improving the condition of its environment and the management of its natural resources, as well as a global perspective with regard to this country's policies. The report is divided into two parts. The first five chapters describe and analyze a wide range of environmental conditions and trends. Chapter 1 deals with such underlying trends as population, economic growth, public opinion, and environmental expenditures. Chapter 2 covers trends in conventional environmental pollutants in the air and water and on the land. Chapter 3 assesses the situation with toxic substances and hazardous and nuclear wastes. Chapter 4 summarizes what is happening to the use and condition of the nation's land, water, and energy resources. Chapter 5 discusses wildlife and such protected lands and critical areas as parks, wilderness, and wetlands. The second part of the report examines four environmental issues that are not being fully addressed by existing environmental protection and management programs. Chapter 6 assesses the problems facing the nation's agricultural sector and the interactions between agricultural production and environmental quality, both at home and abroad. Chapter 7 provides a broad overview of waste production and management in the United States. It suggests that there may be more rational approaches to dealing with these problems than are provided by existing programs. Chapter 8 evaluates the risks associated with three types of air pollution not being dealt with rigorously under current air pollution control laws; air toxics, indoor air, and accidental releases. Chapter 9 assesses the importance and implications of switching from past wildlife policies aimed predominantly at protecting individual species to expanded approaches addressing biological diversity. (TW)

ED 292 632 SE 048 978
Gunstone, Richard F.
Some Long-Term Effects of Uninformed Conceptual Change.
Pub Date—88
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Research reported here was supported by a grant from the Australian Research Grants Committee.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Cognitive Development, *Cognitive Processes, Foreign Countries, Grade 10, Grade 11, *Learning Strategies, Mechanics (Physics), *Metacognition, Misconceptions, Physics, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Student Attitudes, *Transfer of Training
Identifiers—*Australia

One of the clear findings of recent research on the learning of science has been that students who have completed science courses commonly use conceptions held before instruction to interpret natural phenomena. This paper reports on a study of conceptual change in mechanics with particular concern with the nature of student awareness of any conceptual change. Metacognition and constructivist views of learning were considered. This study focused on three purposes: (1) to investigate the impact on student performance on related content in the following year of any conceptual exchange; (2) student perception in the subsequent year of the nature, purpose and value of the instruction aimed at conceptual change; and (3) the effect of laboratory strategies used in more usual educational contexts to promote conceptual change. The study involved 46 year 10 students one year, and 110 year 11 students the next year, including 28 from the previous year's group, in Victoria, Australia. The study concludes that: the approaches used in year 10 to promote conceptual exchange had some utility; year 10 instruction has an effect on year 11 performance; and year 11 perceptions of the value of the year 10 experience varied. This reinforces the need to explicitly help students understand and control their own learning as a major contributor to developing their own understanding. (CW)

ED 292 633 SE 048 979
Ameh, Catherine O. Gunstone, Richard F.
The Understanding Held by Nigerian Science Teachers of Some Science Concepts.
Pub Date—88
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aptitude Tests, *Foreign Countries, Higher Education, *Misconceptions, *Preservice Teacher Education, Process Education, Science Education, *Science Teachers, Secondary Education, *Secondary School Science, *Teacher Evaluation, Testing
Identifiers—*Nigeria

In considering implications for teaching and learning found in research, a number of writers have urged teachers to probe students conceptions before teaching a concept. The purpose of this probing is to allow the teacher to begin instruction from the conceptual position or positions of the students. This approach carries with it the assumption that teachers themselves have an understanding of the concept which is congruent with the view of science. The fundamental purpose of this study was to explore the validity of this assumption about the nature of the understanding of high school teachers in Nigeria. It was based on a constructivist view of learning. Practicing high school teachers (N=251) took a written test on concepts that they had been teaching and 45 agreed to be interviewed following the test. Another group of 157 trainees was also

given the test. Examples of questions and response patterns were given. The study concluded that teachers exhibit the same range of misconceptions as students. Teachers tend to use more sophisticated terminology and have a generally lower frequency of misconceptions. There were no systematic trends by teacher qualifications. Tertiary science teaching is suggested as the appropriate source of the problem. (CW)

ED 292 634 SE 048 980
Pallrand, George J.
Knowledge Representation in Novice Physics Problem Solvers.
Pub Date—88
Note—34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Science, *Computer Assisted Instruction, Computer Uses in Education, Graduate Students, Higher Education, Learning Strategies, Misconceptions, *Physics, Problem Sets, *Problem Solving, Science Education, Science Instruction, *Sequential Approach, *Teacher Education

This investigation focuses upon the question of: (1) how naive subjects organize and represent knowledge when solving problems; (2) how previous experience of a novice is used in solving a problem; (3) what kinds of information and knowledge are sought as well as overlooked by novices when solving problems; (4) what kinds of strategies novices employ when solving problems; and (5) what cognitive abilities can be associated with the more successful novice problem solver. The problems selected were based upon a phenomenon about which every individual has some general awareness and common understanding. The problem series presented a sequence of phases, each of which builds upon the previous one. The sequence required the subject to restructure the problem elements previously used in a new and extended environment. Problem sequences were presented to individual subjects via a clinical interview. Once the subject had presented his or her view of the problem phase, it was graphically simulated on the computer screen. The subject then compared his or her interpretations of events with that generated by the computer. This study involved 10 graduate students in a master's level program for elementary education. In general the subjects that made the greatest progress were those that were able to construct, adjust and redefine problem representations. (CW)

ED 292 635 SE 048 982
Small, Larry
Science Process Evaluation Model. Monograph.
Pub Date—88
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Measures, Elementary Education, *Elementary School Science, Evaluation, Models, *Process Education, Science Education, *Science Tests, Scientific Attitudes, Skill Development, *Student Attitudes, Test Format, *Testing Programs, Test Items, Test Use
Identifiers—*Science Process Skills

The goal of this monograph is to explain the evaluation program designed by Schaumburg Community Consolidated District 54, Schaumberg, Illinois. It discusses the process used in the development of the model, the product, the implication for classroom teachers and the effects of using an evaluation to assess science process skills. The process skills used are defined and related to sample questions in the Schaumburg testing model. Appendices include sample questions from paper-and-pencil fourth and sixth grade content/process instruments, sample questions from paper-and-pencil attitude tests used in fourth, fifth, and sixth grades, and a sample fifth grade hands-on evaluation test. The stages of the change process in the school system is highlighted. The paper concludes that student attainment of process skills tends to be nebulous and unrelated to academics. (CW)

ED 292 636 SE 048 983
Zeitoun, Hassan Hussein
The Relationship between Abstract Concept Achievement and Prior Knowledge, Formal Reasoning Ability, and Sex among Some Egyptian Secondary School Students.
Pub Date—88
Note—36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Abstract Reasoning, *Achievement, Biology, *Cognitive Development, Cognitive Tests, Critical Thinking, Foreign Countries, Formal Operations, Genetics, Logical Thinking, Piagetian Theory, Science Education, Secondary Education, *Secondary School Science, *Sex Differences, Statistical Analysis, *Test Results
Identifiers—*Ausubel (David P)

The purpose of this study was to investigate the relationship between the achievement of some abstract concepts in "molecular genetics" and prior knowledge, formal reasoning ability, and sex. The major findings of the study were: (1) prior knowledge had a high significant correlation with the achievement of abstract concepts; (2) the correlation between the formal reasoning and the achievement of abstract concepts was found to be relatively moderate, but significant; (3) sex was found to correlate significantly but low with the achievement of abstract concepts; (4) the variables succeeded in predicting the achievement of abstract concepts; and (5) a relatively high percentage of variability in the achievement of abstract concepts was accounted for by prior knowledge and formal reasoning. The major conclusions of this study are that the prior knowledge and formal reasoning play a major role in students' achievement of abstract concepts, and the effect of student's prior knowledge on this achievement seems to exceed that of formal reasoning. A 7-page list of references is included. (CW)

ED 292 637 SE 048 984
Esquivel, Juan Manuel Brenes, Margarita
Gender Differences in Achievement in Costa Rican Students: Science, Mathematics and Spanish.
Pub Date—88
Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, *Elementary School Mathematics, *Elementary School Science, Elementary Secondary Education, Females, *Foreign Countries, Mathematics Education, Science Education, *Secondary School Mathematics, *Secondary School Science, Sex Differences, *Spanish
Identifiers—*Costa Rica

Gender differences have been reported in the United States in the areas of mathematical reasoning favoring males and verbal abilities favoring females. Results from the National Assessment of Educational Progress Science Assessment also have consistently revealed small gender differences favoring males. This paper reports gender differences in Costa Rican elementary and secondary schools and discusses some of the possible mechanisms related to the development of these differences in the Costa Rican context, especially those pertaining to the scientific area. Gender differences are reported for mathematics, science, and Spanish. The grade levels were 4th, 6th, 7th, 10th, and 11th. The data for this analysis were collected as part of larger studies on evaluation of the teaching of the subject matters executed by the Research Institute for the Improvement of Costa Rican Education from 1982 to 1986. Results indicated that at the fourth grade level, there were no significant differences in any subject matter. The boys had significantly better achievement in science and mathematics than did the girls for 6th, 7th, 10th, and 11th grade levels. On the other hand, the girls surpassed the boys in the same grade levels in Spanish, except for 10th grade where no significant sex differences were found. (CW)

ED 292 638 SE 048 986
King, Winston, Comp. Holbrook, Jack, Comp.
What Research Says to the Science Teacher. ICASE Yearbook Number 2.
International Council of Associations for Science Education.
Pub Date—88
Note—131p.; For the ICASE 1987 Yearbook, see SE 048 987.
Available from—ICASE Executive Secretary, Jack Holbrook, Department of Professional Studies in Education, University of Hong Kong, Hong Kong.
Pub Type— Collected Works - General (020) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Biology, Chemistry, *Elementary School Science, Elementary Secondary Education, Mainstreaming, Process Education, Science Education, Science Experiments, *Science Instruction, Science Laboratories, Science Teachers, Scientific Attitudes, *Secondary School Science, *Student Attitudes, *Teaching Methods, *Theory Practice Relationship
Identifiers—Science Education Research

There is always the possibility that educational research does not result in developments within the classroom. This yearbook attempts to address that situation by making teachers more aware of what research exists. It contains a collection of articles which deal with such topics as: (1) new teaching strategies; (2) the theoretical background of student reasoning in science; (3) scientific diagrams; (4) girls' and boys' attitudes toward science; (5) creativity; (6) mainstreaming and the science teacher; (7) a laboratory approach to elementary science; (8) the effectiveness of student experiments in biology teaching; (9) a new method for testing the learning of chemical concepts in secondary schools; (10) branching tests and diagnostic tests in chemistry; and (11) a problem-oriented audiovisual teaching unit for chemistry students. (TW)

ED 292 639 SE 048 987
Holbrook, Jack, Comp. Chisman, Dennis, Comp.
Advances in Science and Technology Education. ICASE 1987 Yearbook.
International Council of Associations for Science Education.
Pub Date—87
Note—90p.; For the ICASE Yearbook Number 2, see SE 048 986.
Available from—ICASE Executive Secretary, Jack Holbrook, Department of Professional Studies in Education, University of Hong Kong, Hong Kong.
Pub Type— Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—College Science, *Educational Cooperation, *Educational Philosophy, Elementary School Science, Elementary Secondary Education, Foreign Countries, Higher Education, *International Cooperation, *Science and Society, Science Education, *Secondary School Science, Teacher Education, *Technological Advancement

This yearbook gathers together trends and advances in science and technology education. The articles were reproduced by ICASE to give a better insight into recent developments and to promote international communication. Short accounts on the authors are given to indicate their involvement in science and technology education and the source of their article. Articles include: "Science Education and the Quality of Life" (Dennis Chisman); "Beyond Bangalore" (Peter Kelly); "The Place of Science in the K-12 Curriculum in Australian Schools–ASTA's Response and Recommendations" (Australian Science Teachers Association); "Purpose and Values in Science Education" (R. W. West); "Project 2061: Education for a Changing Future Phase I" (American Association for the Advancement of Science); Strategies for the Provision of High Quality Teachers and Support Staff for the Interrelated Teaching of Science, Technology and Mathematics" (Jack Holbrook); "Science, Technology and Democratization" (Albert Paulsen); "Science and Society in Perspective–a New Course for the Danish Upper Secondary Schools" (Henry Nielsen & Poul Thomsen); "Trends in Science and Technology Education" (Jack Holbrook). (CW)

ED 292 640 SE 048 988
1988 Directory of Student Science Training Programs for High Ability Precollege Students.
Pub Date—87
Note—65p.
Available from—Science Service, Inc., 1719 N Street, NW, Washington, DC 20036 ($1.00; quan-

tity prices upon request).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*College School Cooperation, *Gifted, High Schools, *School Community Programs, Science Curriculum, Science Education, *Science Instruction, Science Laboratories, *Secondary School Science, *Summer Science Programs

This directory lists institutions, state-by-state, that are conducting student science training programs in 1988. The directory is intended to help interested students find programs which will contribute to their academic development. Student science training programs are designed to provide talented high school students with educational opportunities in science, engineering, and mathematics beyond those normally available in courses or laboratory work in the students' schools. The primary means of accomplishing this is by bringing outstanding students into contact with the instructional staff, research personnel, and general resources of colleges, universities, and research institutions (private, industrial, and governmental). The programs are offered at different times, including summer, through the academic year. Three types of programs are described; (1) Research programs (involve students as junior associates of a research team or as principal investigators on a problem of appropriate difficulty, under the direct supervision of an experienced research scientist; (2) Courses (provide students with academic experiences not available in their schools for some reason–too high level, too few students interested, lack of qualified teachers, budget, etc.); and (3) Research/courses (provide course instruction in combination with offering students the opportunity to do some sort of research). (TW)

ED 292 641 SE 048 989
Yager, Robert E. And Others
Assessing Impact of S/T/S Instruction in 4-9 Science in Five Domains.
Pub Date—88
Note—15p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Science, Elementary Secondary Education, Junior High Schools, Middle Schools, *Science and Society, Science Course Improvement Projects, *Science Curriculum, Science Education, *Science Programs, *Secondary School Science, *Technology
Identifiers—*University of Iowa

This paper reviews the efforts to put science education into contexts that are considered more meaningful and useful than the classical approach. It focuses on S/T/S (science/technology/society) projects funded by the National Science Foundation, and especially on a project at the University of Iowa. Some of the features of S/T/S programs are described. Five major domains for science education are identified and discussed. These include connections and applications, attitudes, creativity, process, and information. Some of the results demonstrating the advantages of an S/T/S focus for school science from an assessment of 300 Iowa classrooms, grades four through nine, are shown and discussed. Included are differences in: (1) student abilities; (2) attitudes; (3) student behaviors judged to indicate degree of creativity; (4) student ability with selected science processes; and (5) acquisition of science information. The paper concludes that, since S/T/S students are so much better at making applications and connecting experiences to others, there is every indication that the information that students possess is useful. (CW)

ED 292 642 SE 048 991
Presidential Young Investigators. 1986 Awards.
National Science Foundation, Washington, D.C.
Report No.—NSF-86-37
Pub Date—88
Note—189p.
Available from—National Science Foundation, Forms & Publications Unit, 1800 G Street NW, Room 232, Washington, DC 20550 (free while supply lasts).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Awards, *College Science, Doctoral Programs, *Government School Relationship, *Graduate Students, Higher Education, *School Business Relationship, Science and Society, Science Education, *Student Research
Identifiers—*National Science Foundation

The National Science Foundation (NSF) first announced the Presidential Young Investigator (PYI) awards program in January 1983 as part of the Fiscal Year 1984 budget submitted by the President to Congress. This program addresses the growing faculty shortages in highly competitive fields of engineering and science. The PYI awards represent a partnership between the investigators, their institutions, private industry and the Federal Government. The NSF provides each awardee with an annual base grant of $25,000 for up to five years. It will also provide up to $37,500 in additional funds each year on a dollar-for-dollar matching basis to funds made available to the awardee from the industrial sector. The grantee institution guarantees the academic-year salary of awardees at that institution. Altogether, this five-year package provides a significant start to an academic teaching and research career. The principal purpose of this booklet is to provide information to facilitate the interaction between PYI awardees and potential industrial sponsors. Section I outlines the major terms and conditions of the awards, and highlights those areas which are likely to be of interest in awardee-industry interactions. Section II contains the research interests and other information for the awardees of 1986. This information was provided by the awardees. Sections III and IV list the active 1985 and 1984 PYIs, their institutions, and fields of research. The research interest statements included were provided by the awardees. In Section V, NSF acknowledged those industrial organizations that have provided matching support for the awardees. (TW)

ED 292 643 SE 048 992
Educational Technology Center First Year Report.
Educational Technology Center, Cambridge, MA.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 84
Contract—400-83-0041
Note—54p.; For the second and third year reports, see SE 048 993-994.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Mathematics, College Science, Computer Assisted Instruction, *Computer Uses in Education, Courseware, *Educational Technology, Educational Television, Higher Education, Interactive Video, Mathematics Education, *National Programs, Programing, *Research Projects, Science Education, Secondary Education, *Secondary School Mathematics, *Secondary School Science
Identifiers—Mathematics Education Research, Science Education Research

The Educational Technology Center (ETC) was established by the National Institute of Education in October, 1983, in order to find ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. This report describes the ETC, presents its framework for research, and summarizes work on 14 research projects. These projects dealt with the following topics: (1) fractions; (2) word problems; (3) heat/temperature; (4) weight/density; (5) scientific theory and method; (6) complex systems; (7) machine handling; (8) programming; (9) applications; (10) speech recognition; (11) state-of-the-art software and educational television; (12) interactive video; (13) science networking; and (14) national and local networks. (TW)

ED 292 644 SE 048 993
Educational Technology Center Second Year Report.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0041
Note—61p.; For the first year report, see SE 048 992; for the third year report, see SE 048 994.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Mathematics, College Science, *Computer Assisted Instruction, Computer Networks, *Computer Uses in Education, Courseware, *Educational Technology, Higher Education, Mathematics Education, National Programs, *Research Projects, Science Education, Science Teachers, Secondary Education, *Secondary School Mathematics, *Secondary School Science, Videodisks
Identifiers—Mathematics Education Research, Science Education Research

The Educational Technology Center (ETC) was established by the National Institute of Education in October, 1983, in order to find ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. This report describes the ETC, presents its framework for research, and summarizes work on 12 research projects. These projects dealt with the following topics: (1) weight and density; (2) heat and temperature; (3) scientific theory and methods; (4) complex systems; (5) fractions; (6) word problems; (7) programming; (8) applications of computers; (9) videodisc technology; (10) computers and television; (11) speech technology; and (12) science teachers' networks. (TW)

ED 292 645 SE 048 994
Educational Technology Center Third Year Report.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-83-0041
Note—50p.; For the first and second year reports, see SE 048 992-993.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Mathematics, College Science, *Computer Assisted Instruction, Computer Networks, *Computer Uses in Education, Courseware, *Educational Technology, Higher Education, Mathematics Education, National Programs, *Research Projects, Science Education, Science Teachers, Secondary Education, *Secondary School Mathematics, *Secondary School Science, Videodisks
Identifiers—Mathematics Education Research, Science Education Research

The Educational Technology Center (ETC) was established by the National Institute of Education in October, 1983, in order to find ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. This report describes the ETC, presents its framework for research, and summarizes work on 11 research projects. These projects dealt with the following topics: (1) weight and density; (2) heat and temperature; (3) scientific theory and methods; (4) hypothesis testing in genetics; (5) geometry; (6) word problems; (7) fractions; (8) programming; (9) applications of computers; (10) videodisc technology; and (11) science teachers' networks. (TW)

ED 292 646 SE 048 996
Burstein, Leigh
Establishing the Content Validity of Tests Designed To Serve Multiple Purposes: Bridging Secondary-Postsecondary Mathematics.
Pub Date—Feb 87
Note—107p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Mathematics Achievement, Mathematics Education, *Mathematics Tests, Secondary Education, *Secondary School Mathematics, *Test Construction, Test Items, *Test Reviews, Test Theory, *Test Validity
Identifiers—*Mathematics Education Research

This report presents an analysis of the content validity of a series of secondary school mathematics tests designed by university mathematicians in California to help improve the articulation between secondary and postsecondary mathematics instruction. The purpose in conducting this analysis was to improve understanding of what it means to validate a subject matter test that is designed to serve several purposes. The analysis itself serves as an early prototype in work on developing models for validating such tests. Thus, while the actual examination was specific to the tests under consideration, both the methods employed in the analysis and the issues raised in conducting them are intended to serve as guidance to other educational reform and improvement efforts that place heavy reliance on content assessments. Approximately one half of the report consists of 13 tables outlining analysis results, 6 pages of references, and 5 appendices composed of curriculum expectation statements in several publications and a content specification. (PK)

ED 292 647 SE 048 997
Brunkhorst, Bonnie J.
Student Outcomes and Teacher Characteristics in Exemplary Middle and Junior High Science Programs.
Pub Date—88
Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Awards, Elementary School Science, Elementary Secondary Education, Middle Schools, *Science Teachers, Science Tests, *Scientific Attitudes, *Secondary School Science, Sex Differences, *Standardized Tests
Identifiers—Exemplary Schools, *Science Education Research
Collaborative "research partnerships" between university researchers and classroom science teachers have been encouraged by recent efforts of both the National Association for Research in Science Teaching (NARST) and the National Science Teachers Association (NSTA). Key teachers in the Search for Excellence in Science Education (SESE) Exemplary Middle/Junior High Programs examined their students in three domains of science education: knowledge; attitudes; and applications/connections, using the Iowa Test of Basic Skills and National Assessment of Educational Progress (NAEP) items. Results indicate that for exemplary middle/junior high science programs: (1) teachers are highly experienced (average 18.5 years teaching); (2) students score far above the national norms on a standardized test of science knowledge (87% percentile rank); (3) students have strong positive attitudes toward science in most areas (science is the first or second favorite course for 48% compared to 29% for students generally); (4) students generally do not perform higher in the applications domain than students in general; and (5) boys show slightly higher scores than girls in most areas. (Author/TW)

ED 292 648 SE 048 998
Demidova, S. I. And Others
Innovations in Science and Mathematics Education in Schools in the Soviet Union. Science and Technology Education Document Series No. 24.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
Report No.—ED-87/WS/46
Pub Date—Feb 87
Note—22p.; For the document to which this is an addendum, see ED 279 520.
Available from—UNESCO, 7 place de Fontenoy, 75700 Paris, France.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Biology, Chemistry, *Educational Change, *Foreign Countries, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Physics, *Science and Society, Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science, Technical Education
Identifiers—*USSR
The current reform of general secondary education and vocational training in the USSR is aimed at further improving quality and meeting social demands. This document is an addendum to "Science and Mathematics Education in the General Secondary School in the Soviet Union," published in July 1986. It discusses some of the new reform thrusts in mathematics, physics, chemistry, and biology. It focuses on recent efforts to: (1) introduce generalizing themes showing the scientific basis of major trends in scientific and technologial advances (along with the introduction of some professions to students); (2) equip students with practical skills in preparation for working life; (3) acquaint students with labor protection measures, industrial safety provisions, ecology and the protection of the natural environment; and (4) encourage students' inventiveness, research ability and design talent through laboratory exercises and workshop activities. (TW)

ED 292 649 SE 048 999
Humrich, Eve
Sex Differences in the Second IEA Science Study–U.S. Results in an International Context.
Pub Date—88
Note—16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Advanced Students, Biology, Chemistry, *Elementary School Science, Elementary Secondary Education, Females, Foreign Countries, International Cooperation, *Manipulative Materials, Physics, Process Education, *Role Models, Science Education, *Secondary School Science, *Sex Differences
Identifiers—*Second International Science Study
This project consisted of an analysis of United States' data collected during the Second IEA Science Study (SISS). It focused on the differences in achievement scores between female and male participants at Grades 5, 9, 10, 11, and 12. A manipulative process test, as well as the written achievement test, was administered to students in grades 5 and 9. The major findings can be summarized as follows: (1) sex differences were found at every grade level and in every subject area in the written science achievement tests (this sex difference always favored males); (2) the fact that some female students have female science teachers did not appear to increase their level of achievement in all content areas (in some cases, having a female teacher had a negative relationship with science achievement for girls, while in biology, having a female teacher had a positive relationship for both girls and boys); (3) there appeared to be no sex difference in the results of the manipulative tests of process skills which were administered to both fifth and ninth-grade students. The discussion includes comparisons of the United States' findings with 17 other countries. The paper recommends the use of process oriented learning tasks for sex equity in science teaching. (CW)

ED 292 650 SE 049 000
Leith, Sylvia
Classroom-based Diagnosis and Assessment in Primary Science.
Pub Date—88
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, Elementary Education, *Elementary School Science, *Evaluation Methods, Foreign Countries, *Recordkeeping, Science Education, Science Instruction, *Science Teachers, *Teacher Motivation
Identifiers—Science Education Research
The primary aim of this research project was to assist elementary classroom teachers in developing and using appropriate techniques for assessing and recording their students' achievement in science (taught as a core subject or as part of an environmental studies topic). The project was designed with the intention of providing a supportive structure in which teachers felt free to explore and develop their own personal methods of assessment and record keeping. The second aim of the project was to provide instructional materials to serve as a basis for advisors, consultants, or course leaders to assist teachers in improving their assessment skills in science. Sixteen teachers in eight schools in the Fife Region of Manitoba (Canada) participated in the project, which ran from February to July of 1987. In addition to detailing the project's overall methodology, the report supplies four case studies and describes five issues in assessment identified in the course of the experiment. The results of the project indicated that with support and guidance teachers will develop and use their own individual assessment techniques in elementary science. Thirty-two references are included, and each of the teachers' techniques for assessment is briefly summarized in an appendix. (TW)

ED 292 651 SE 049 001
Chiappetta, Eugene L., Ed.
Ideas and Activities for Physical Science.
Houston Univ., Tex. Coll. of Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—87
Grant—DPE-8470550
Note—404p.; Some drawings may not reproduce well.
Available from—Dr. Eugene L. Chiappetta, Dept. of Curriculum & Instruction, College of Education, University of Houston, 4800 Calhoun, Houston, TX 77004 ($15.00 plus $1.50 shipping and handling).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Chemistry, Junior High Schools, Middle Schools, *Physical Sciences, Physics, *Science Activities, *Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Student Attitudes, Surveys, *Teaching Methods
This manual is designed to supplement an existing physical science curriculum and to assist in providing the learning experiences required to implement an effective course. The first chapter outlines the purposes of this manual and provides a set of teaching tips. Topics such as electricity, wave motion, light, sound, periodic table and nuclear chemistry have been treated in some detail whereas more familiar topics which are addressed in texts have received less emphasis. Each unit contains background information, paper-and-pencil exercises, demonstrations, and laboratory activities. Units include: "Turning Students on to Chemistry"; "Structure of Matter"; "The Periodic Table"; "Chemical Compounds and Equations"; "Acids and Bases"; "Nuclear Chemistry"; "Safety in the Laboratory"; "Electricity"; "Motion"; "Newton's Laws of Motion"; "Friction"; "Waves and Light"; and "Sound and Music." Also included is a questionnaire for assessment of a science course by students. (CW)

ED 292 652 SE 049 002
Adams, D. Daryl Shrum, John W.
The Effects of Microcomputer-Based Laboratory Exercises on the Acquisition of Line Graph Construction and Interpretation Skills by High School Biology Students.
Pub Date—88
Note—35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Biology, *Computer Assisted Instruction, *Computer Graphics, Computer Uses in Education, Courseware, Graphs, High Schools, *Microcomputers, Science Education, Science Experiments, Science Instruction, *Science Laboratories, *Secondary School Science, Teaching Methods
Identifiers—Microcomputer Based Laboratories, Science Education Research
Effects of microcomputer-based laboratory (MBL) exercises and level of cognitive development on high school biology students' ability to construct and interpret line graphs were investigated. Forty-six students enrolled in general biology classes at a rural high school volunteered to participate in the study. These students were administered instruments to assess the level of cognitive development and line graphing ability. Twenty students were chosen to participate in the study. Experimental students experienced four laboratory exercises that used a microcomputer to gather, display, and graph experimental data. Contrast students experienced the same four laboratory exercises using conventional laboratory equipment and produced line graphs by hand. Effects due to instructional method were found on the assessment of the students' graph construction and interpretation abilities. Students experiencing MBL exercises outperformed the contrast students on graph interpretation tasks. Students experiencing conventional laboratory exercises outperformed the experimental students on graph construction tasks. Effects due to cognitive development were indicated, with those students classified as high cognitive development outscoring those classified as low. Interview data revealed that students applied prior knowledge and experience to the conditions presented by the graph and were led to erroneous conclusions about what the graph actually represented. The students also reached improper conclusions about the interpretation of graphs when they improperly scaled axes. (TW)

ED 292 653 SE 049 003
Koballa, Thomas R., Jr.
The Determinants of Eighth Grade Students' Intentions To Enroll in Elective Science Courses in

High School.
Pub Date—88
Note—28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, *Attitude Measures, Behavior Development, Behavior Patterns, *Behavior Theories, *Grade 8, Junior High Schools, Middle Schools, Science Education, Secondary Education, *Secondary School Science, Sex Differences, *Student Attitudes

In response to reports that have received widespread attention decrying the failure of science education in the United States to prepare sufficient numbers of scientists, projects have sought to determine what can be done to encourage academically oriented youths to enroll in more science courses in high school and preserve their option of going into a career in science. The purpose of this preliminary study was to test the adequacy of variables proposed by Fishbein and Ajzen's Theory of Reasoned Action as predictors of eighth grade students' intention to enroll in at least one elective science course in high school. Data were collected from 174 eighth grade students. According to the model, intention to perform a behavior is based on: (1) attitude toward behavior; and (2) subjective norms. In order to test this, the researcher opted to study the effects of several variables external to the model's theoretical constructs and to show how they are related to eighth-graders' intentions. Tested were the effects of gender, science grades, and science attitudes. Attitude toward the behavior and subjective norm in combination were found to be statistically significant as predictors of behavioral intention. Because actual enrollment data were not obtained, the results were considered preliminary. (CW)

ED 292 654 SE 049 004
Koch, Helmut And Others
User Friendly Research: An Interactive Computer Software System Combining Teaching, Learning, Curriculum and Research.
Pub Date—88
Note—20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Uses in Education, *Courseware, *Earth Science, Educational Technology, *School Business Relationship, *Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Teaching Methods
Identifiers—*Science Education Research

This paper describes a joint research project between science educators and computer science software engineers. A computer software system based on cognitive learning theory was designed that was intended to be relevant to teaching, learning, curriculum development, and research in science education. The generic prototype software system was designed to serve three purposes: (1) to aid instructors and students of science in the construction of a meaningful knowledge base in a science discipline by means of concept mapping; (2) to serve as an intelligent, individualized, and interactive tutor for learning the concepts and conceptual relationships in a specified knowledge domain; and (3) to generate a database for subsequent analysis of, and research on, student misconceptions and how these might change through computer-based instruction. The database generated by the software program was designed to be used to guide subsequent construction, modification, or improvement of curricula. (TW)

ED 292 655 SE 049 006
Ellis, James D. Kuerbis, Paul J.
A Model for Implementing Microcomputers in Science Teaching.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—88
Grant—NSF-MDR-8470061
Note—51p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Uses in Education, Educational Technology, *Microcomputers, Models, Science Education, *Science Instruction, *Science Teachers, Secondary Education, *Secondary School Science
Identifiers—Concerns Based Adoption Model, Stages of Concern Questionnaire

The Biological Sciences Curriculum Study (BSCS), with support from the National Science Foundation, is conducting a three-year project to develop a model for implementing educational computing in school science. This paper explains the tentative model in detail and presents the results of a pilot test of the model, which project staff conducted during the first year of the project. The goals for the project are: (1) to develop and test a model of implementing educational computing in school science; (2) to train 260 science teachers and administrators in the Pikes Peak region of Colorado to use microcomputers to enhance science learning and teaching; (3) to establish a network in the Pikes Peak region to implement educational computing in school science; and (4) to disseminate a model of implementation for educational computing in school science. The project met its first year objectives and was successful at increasing science teachers' use of microcomputers. Project staff defined and measured implementation according to the Concerns Based Adoption Model (CBAM). Results from pre- and posttests using the Stages of Concern Questionnaire from CBAM indicated that the participants changed from a profile typical of non-users of an innovation toward one typical of users. Project staff developed an Innovation Configuration checklist to describe participants' use of microcomputers. Most of the participants were using microcomputers in several ways by the end of the year. Appendixes include the Microcomputer Use in Science Teaching checklist and the Stages of Concern Questionnaire. A 41-item reference list is also provided. (TW)

ED 292 656 SE 049 007
Zuman, John P. Weaver, Suzie L.
Tools for Teaching Problem Solving: An Evaluation of a Modeling and Systems Thinking Approach.
Technical Education Research Center, Cambridge, Mass.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—88
Grant—MDR-8550373
Note—27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Development, *Instructional Systems, Mathematics Education, *Problem Solving, Research, Science Education, *Secondary School Mathematics, *Secondary School Science, *Systems Approach

During the summer of 1986 a group of 15 racially diverse students entering 10th and 11th grades participated in an intensive 4-week course taught by members of an NSF-funded project. The project's goals were to develop science and mathematics curricula based on the principles of systems dynamics. The course was a test of materials intended to provide students with methods for problem solving by introducing them to modeling software and concepts of systems thinking. Students engaged in a study of levels and rates, causal-loop diagrams, feedback, exponential growth, exponential decay, goal-seeking behavior, s-shaped behavior, and oscillating behavior by modeling real-life problems. Some of the problems that students worked on dealt with population growth, bank balances, temperature cooling, capacitor discharging, city growth, and predator-prey relationships. Nine boys and six girls volunteered to participate in the project. Evaluation of the course consisted of pre- and posttesting, observations, administration of a student background questionnaire, and interviews with students at the conclusion of the course. All questions in the categories tested showed a significant gain in correct responses from the pretest to the posttest. It was concluded that some transfer of skills was shown. (CW)

ED 292 657 SE 049 008
Magnetic Resonance Imaging. Statement, National Institutes of Health Consensus Development Conference (Washington, D.C., October 26-28, 1987). Volume 6, Number 14, October 26, 1987.
National Institutes of Health (DHHS), Bethesda, Md.
Pub Date—87
Note—12p.
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Medicine, *Physics, *Radiology, Research and Development, *Safety, Science and Society, *Technological Advancement
Identifiers—*Magnetic Resonance Imaging

Magnetic resonance imaging (MRI) is a new technique that affords anatomic images in multiple planes and may provide information on tissue characterization. This document describes how MR images are obtained and discusses how they differ from those produced by x-rays. The major portion of this report covers a conference held in October, 1987, which was designed to deal with safety and efficacy of the MRI method. The report provides evidence that was presented at the conference regarding the following questions: (1) are there contraindications to or risks of MRI? (2) what are the technological advantages and limitations (and disadvantages of MRI)? (3) what are the clinical indications for MRI, and how does it compare to other diagnostic modalities? and (4) what are the directions for future research in MRI? (TW)

ED 292 658 SE 049 010
Barnes, Marianne Betkouski Conklin, Kathy
A Review of Memory Systems and Implications for Research into the Learning Process.
Pub Date—Apr 88
Note—42p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Development, *Cognitive Processes, *Cognitive Psychology, Elementary School Science, Elementary Secondary Education, *Learning Processes, *Memory, Science Education, Secondary School Science, *Theory Practice Relationship
Identifiers—*Science Education Research

This paper contends that the science education community would benefit from a three-step, research-based model that would allow science education researchers, in the final step, to make recommendations to classroom teachers. The first step would be to establish an interdisciplinary approach to research on how the brain and mind learn and remember. By collecting and consolidating available data and engaging in dialog with researchers in other fields, it is argued that the determination can be made as to what data are pertinent to educational needs. At that point researchers in science education would be ready for the planning of educational research based on comprehensive theory. These research results could then lead to the third step, the outlining of actual classroom implications. All three steps must be dynamic and open to new findings. This paper is intended to provide a stimulus for the outlined three-step approach by providing a short history of cognitive science research, by documenting the need for interdisciplinary studies, and by providing a review of current information available on memory systems from research in the cognitive sciences. An extensive bibliography is appended. (TW)

ED 292 659 SE 049 011
Stone, Catherine C.
Chemical Information: Print. Directed Study.
Pub Date—87
Note—62p.; Directed study for a master's degree in library science, State University of New York at Buffalo.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *Chemistry, *College Science, Higher Education, *Literature Reviews, Physical Sciences, *Publications,

Safety, Science Education, *Scientific and Technical Information

This report provides a survey and evaluation of chemical information literature. Contained in this survey are an overview of the chemical literature field, comments on obtaining access to this literature and annotated bibliographies of primary, secondary, and tertiary sources as well as special topics. Primary sources include journals, patents, dissertations, conferences, and reports. Secondary literature includes dictionaries, encyclopedias, handbooks, data sources, methods, monographs, multigraphs, serials, treatises, reviews, bibliographic guides, abstracting services and alerting services. Tertiary literature is defined as textbook guides. Special topics include nomenclature, biographies, directories, safety, environmental, marketing and business. (CW)

ED 292 660 SE 049 012

Bowers, Patricia Shane

The Effect of the 4MAT System on Achievement and Attitudes in Science.

Pub Date—87

Note—197p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill. Some pages have smudged print.

Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Achievement, *Brain Hemisphere Functions, *Cognitive Style, *Elementary School Science, Gifted, Grade 6, Intermediate Grades, *Motion, Physics, Science Curriculum, Science Education, Science Instruction, *Scientific Attitudes, Student Attitudes

Identifiers—*4MAT System, Newton Laws of Motion

The purpose of this study was to investigate the effects of the 4MAT instructional system on achievement and attitudes in science. Fifty-four academically gifted sixth grade students in three schools in the Chapel Hill-Carrboro (North Carolina) City Schools were randomly assigned to two groups, a 4MAT group and a Restricted-Textbook group that used only left-hemisphere activities. Both groups were taught a three-hour unit on Newton's First Law of Motion. The dependent variables for investigating the effects on achievement were the overall score and the knowledge and critical thinking subscores on an investigator-made achievement test given at the conclusion of the unit of study. Significant differences favoring the 4MAT group were found for overall achievement and on critical thinking questions. No significant differences were found on knowledge-level questions. The dependent variables for investigating the instructional effect on attitudes were the ratings on unit-specific statements and statements about science in general. Significant differences favoring the 4MAT group were found when analyzing the unit-specific statements. Significant differences favoring the Restricted-Textbook group were found when analyzing the unit-specific statements and when analyzing the statements about science in general. Appendixes include lesson plans for both groups, the attitude inventory, and the achievement test and answer key.(TW)

ED 292 661 SE 049 015

Coons, David Michael

The Management of Chemical Waste in a University Setting.

Pub Date—87

Note—153p.; Master's Thesis, The Ohio State University.

Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Appropriate Technology, *Cost Effectiveness, Cost Estimates, *Environmental Education, *Hazardous Materials, Higher Education, Input Output Analysis, Poisons, *Solid Wastes, *Systems Analysis, *Waste Disposal

This thesis describes a study of the management of chemical waste at the State University of New York at Binghamton. The study revealed that the majority of chemical waste at the university is in the form of hazardous waste. It was hypothesized that the volume, related costs, and potential long-term liability associated with the disposal of hazardous waste could be reduced by using segregation, bulking, and neutralization methods. A revised chemical waste management program was developed. One year after implementation the volume of hazardous waste was reduced by 67 percent. Over $11,400 in related costs was saved. The potential long-term liability, on a per-drum basis, was reduced by nearly 93 percent. (Author/TW)

ED 292 662 SE 049 016

Lewis, Mary G., Comp.

Science Education Programs That work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.

Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.

Report No.—PIP-88-849

Pub Date—88

Note—26p.; For previous edition, see ED 283 673.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($1.50).

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Descriptions, *Curriculum Guides, *Elementary School Science, Elementary Secondary Education, *Instructional Materials, Learning Modules, National Programs, *Program Descriptions, *Science Curriculum, Science Education, Science Instruction, *Secondary School Science, Teaching Methods, Zoos

Identifiers—National Diffusion Network

This catalog contains descriptions of the science education programs in the National Diffusion Network (NDN). These programs are available to school systems or other educational institutions for implementation in their classrooms. Some programs may be able to offer consultant services and limited assistance with the training and materials associated with installing one of these programs in schools. Information about the NDN is provided. Programs listed include: (1) "Conservation for Children"; (2) "Foundational Approaches in Science Teaching (FAST)"; (3) "Geology Is"; (4) "Hands-on Elementary Science"; (5) "Informal Science Study (ISS)"; (6) "Life Lab Science Study"; (7) "Marine Science Project: FOR SEA"; (8) "Physics Resources and Instructional Strategies for Motivating Students (PRISMS)"; (9) "Physics-Teach to Learn Program"; (10) "Sci-Math"; (11) "Starwalk"; (12) "Stones and Bones: A Laboratory Approach to the Study of Biology, Modern Science, and Anthropology"; and (13) "Wildlife Inquiry through Zoo Education (WIZE)." A listing of state facilitators and a facilitator for private schools is also provided. (CW)

ED 292 663 SE 049 017

Shaw, Edward L., Jr. And Others

Assessing the Skill of Variable Identification with Multiple Choice Items.

Pub Date—88

Note—29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Performance Tests, Process Education, Response Style (Tests), Science Education, *Science Tests, *Secondary School Science, *Test Construction, *Test Format, Testing Programs, *Test Items

Identifiers—Process Skills, Science Education Research

Increased emphasis on public school accountability has resulted in several states including a science component in their elementary and middle school testing program. This component often includes items designed to measure process skill ability. The purpose of this study was to examine the performance of high school students on four types of multiple choice items used to assess student's ability to identify manipulated and responding variables. Items differed only in the stimulus material presented to students. Stimulus material was either a question focusing on the relationship between two variables, a hypothesis, a description of an experiment, or a description of results of an experiment. Student performance on these item types was compared to their performance on a standard Piagetian interview task of variable identification. The results of the study included: (1) the "question" format was the most difficult, while the "results" format appeared to be the easiest; (2) the "description" item type had a higher correlation with the total interview than any other item type. Among conclusions reached in this study was that although all four item types operate similarly, they did not correlate very highly with the interview/observation task. (CW)

ED 292 664 SE 049 018

Alternative Mechanisms of Research Support: Inventory and Assessment. Science Policy Study Background Report No 11. Report Transmitted to the Task Force on Science Policy, Committee on Science and Technology, U.S. House of Representatives, Ninety-Ninth Congress, Second Session.

General Accounting Office, Washington, D.C.

Pub Date—Dec 86

Note—205p.; Contains some small type which may not reproduce well.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 ($6.00).

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*College Science, *Financial Needs, Financial Support, *Government Role, Higher Education, *Institutional Research, Research and Development, Research Needs, Research Projects, *Research Universities, Science Education, Scientific Research, Tax Allocation

Identifiers—Congress 99th

This report consists of two parts. Part 1 provides an inventory of past and present funding instruments in support of university research. It lists types of grants used for research-related purposes and gives information about their provisions and uses. Part 2 provides an assessment conducted by the General Accounting Office of the comparative values of several major categories of funding mechanisms and their impact on research performance and quality. Chapters in part 1 concern background information, direct support of research, the research infrastructure, objectives, scope and methodology, federal funding mechanisms in support of university research, trends in federal support for university research and funding mechanisms used by seven nonprofit foundations and associations. Appendices in part 1 include: (1) "Data Elements of Federal Funding Mechanisms"; (2) "Individual Project Support"; (3) "Program Support"; (4) "Center Support"; (5) "Special Training Needs"; (6) "Major Equipment and Facilities"; (7) "Institutional Support"; (8) "List of Awards by Mechanism and Agency"; (9) "Definitions of Funding Categories"; and (10) comments by various agencies. Chapters in part 2 include information on background, the role of funding mechanisms in improving the quality of university science and the role of funding mechanisms in the performance of research. An appendix provides a summary of scientific responses to selected questions. (CW)

ED 292 665 SE 049 020

Layton, David, Ed.

Innovations in Science and Technology Education. Vol. I.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102374-8

Pub Date—86

Note—188p.

Available from—UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 ($12.00, plus $2.50 shipping and handling; stock number U1560).

Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Biological Sciences, Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, *International Educational Exchange, *International Programs, Mathematics Education, Physical Sciences, *Science and Society, Science Education, *Secondary School Mathematics, *Secondary School Science, Teaching Methods, *Technology

Identifiers—*UNESCO

This publication covers the teaching of the various scientific disciplines, integrated and interdisciplinary science teaching, and education in technology, nutrition and health throughout the world. It emphasizes aspects of science and technology education, such as social relevance, teaching in relation to the local environment and links with industry and agriculture. It also includes the applications of the results of experimental projects and research. Articles include: "Innovators' dilemmas: recontextualizing science and technology education" (David

Layton); "Recent developments in primary and lower secondary school science" (Wynne Harlen); "The teaching of mathematics in primary and secondary schools" (David Wheeler); "Community development through biology teaching" (Michael Atchia); "Biotechnology and its educational implications in school biology" (A. N. Rao); "The teaching of chemistry in different parts of the world" (Daniele Cros); "Difficulties in concept formation" (Andree Tiberghien); "Towards a practical physics: experiments that can be done at home and in other out-of-school situations" (Luis Carlos de Menezes); "Applications of calculators and computers in science and mathematics education" (Richard F. Shumway); "Science, technology and society: educational implications" (Albert V. Baez); "Science, technology and society courses: problems of implementation in school systems"; "The activities of Pioneer Centres in the USSR" (Olga Grekova); and "Stimulating innovation at the international level: Unesco's role in science and technology education." (CW)

ED 292 666 SE 049 021
Chisman, Dennis, Comp.
Unesco Sourcebook for Out-of-School Science and Technology Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—ISBN-92-3-102386-1
Pub Date—86
Note—152p.
Available from—UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 ($14.00, plus $2.50 shipping and handling; stock number U1580).
Pub Type— Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Case Studies, Elementary School Science, Elementary Secondary Education, Foreign Countries, International Cooperation, International Educational Exchange, Museums, *Program Descriptions, Program Implementation, *Science and Society, Science Clubs, Science Education, *Science Facilities, *Science Fairs, *Science Programs, *Secondary School Science, Technology
Identifiers—Canada, *UNESCO, USSR, Zambia
Throughout the world, increased attention is being paid to the promotion of out-of-school activities in the fields of science and technology. The United Nations Educational, Scientific and Cultural Organization supports a wide range of activities such as science clubs, fairs, Olympiads, museums and centers. This publication presents a broad picture of these various activities. Sections are included on: (1) "Clubs, societies and congresses"; (2) "Science fairs, research and project work"; (3) "Olympiads, contests and talent searches"; (4) "Visits, excursions and camps"; (5) "Mass media, museums and science centres"; (6) "Training, evaluation and general issues"; and (7) "JETS of Zambia–a case study". Appendices include: "Specimen constitution of a science club"; "Junior science academies–examples from the USSR"; "Organization of a science and technology fair"; "Research and project work"; "Olympiads–examples of questions from recent international chemistry and physics Olympiads"; and "Science field trips and science camps in British Columbia (Canada)." (CW)

ED 292 667 SE 049 029
Gilbert, Steven W.
Student Knowledge of Models and Science: Some Findings and Relationships.
Pub Date—88
Note—29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advance Organizers, Cognitive Development, *College Science, *College Students, Higher Education, *Knowledge Level, *Models, Science Education, *Scientific Concepts, Teaching Methods
Identifiers—Science Education Research
Many science educators are concerned with students' ability to understand science as a process and with their conceptions of scientific knowledge. Preliminary work has shown that the use of a model organizer can result in student perceptions of improved understanding, but the reason for this effect is not known. This research was undertaken to determine whether students' conceptions of models and the model building process could be useful as an organizer for understanding scientific knowledge and process. Subjects were 687 undergraduate general biology students at a comprehensive southwestern university. These students were asked to respond to two similar sets of six statements referring, respectively, to models and model building or scientific knowledge and process. Responses were reduced to a manageable number of descriptive propositions and analyzed. Results indicated that relationships describing the artificial nature of models could be useful if transferred to the students' conception of scientific knowledge. Such an organizer could be counterproductive in other areas, however, if instruction was not given to expand students' awareness of the full range of models and the process of model-building. Students' knowledge of models was less extensive than might have been expected or desired for individuals at this educational level and this points up a possible weakness in the current science curriculum. (Author)

ED 292 668 SE 049 036
Nakayama, Genzo
Reform of School Science Curriculum for the 21st Century: Science-Technology-Society Theme in Japanese Context.
Pub Date—88
Note—40p.; Paper presented at the Annual Meeting of the National Science Teachers Association (36th, St. Louis, MO, April 7-10, 1988).
Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Change, *Educational Trends, *Elementary School Science, Elementary Secondary Education, *Foreign Countries, Futures (of Society), *Science and Society, Science Curriculum, Science Education, Scientific Attitudes, *Secondary School Science, Technological Advancement, Technology
Identifiers—*Japan
Today, on the eve of the 21st century, Japan is becoming an internationalized, information centered civilization. The sophistication of modern science and technology will create a demand for people who are highly productive in handling knowledge and sensitive in their manipulation of it. This advance of science and technology will also require an examination of life styles and the recovery of human dignity. The purpose of this report is to describe and discuss the characteristics of school science curriculum, which is now under revision in Japan, with relation to the science-technology-society (STS) theme. The present status of school science curriculum is examined in terms of its aims and objectives, scope and sequence, time allocation for teaching, and attained curriculum based on student assessment. After strengths and weaknesses of the present school science curriculum are assessed, and future needs identified, the major trends in reforming the school science curriculum at elementary and secondary school levels are described and analyzed in terms of the inclusion of the STS theme within the curriculum. (CW)

ED 292 669 SE 049 037
Champagne, Audrey B., Ed. Hornig, Leslie E., Ed.
The Science Curriculum. The Report of the National Forum for School Science (Crystal City, Virginia, November 14-15, 1986). This Year in School Science 1986.
American Association for the Advancement of Science, Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.
Report No.—ISBN-0-87168-291-5
Pub Date—87
Note—274p.; Charts and drawings may not reproduce well.
Available from—American Association for the Advancement of Science, 1333 H Street, NW, Washington, DC 20005 ($13.95).
Pub Type— Books (010) — Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Elementary School Mathematics, *Elementary School Science, Elementary Secondary Education, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Science Curriculum, Science Education, Science Instruction, *Secondary School Mathematics, *Secondary School Science, Standardized Tests
The outgrowth of a conference on how science education can best meet the needs and expectations of society, this volume is designed to provide a source of information and ideas about the future of the school science curriculum. It contains 15 papers, including: "Critical Questions and Tentative Answers for the School Science Curriculum" (Audrey B. Champagne and Leslie E. Hornig); "The School Science Curriculum: Principles for a Framework" (P. J. Black); "A Match or Not a Match: A Study of Intermediate Science Teaching Materials" (Rosalie A. Cohen); "Project 2061: Education for a Changing Future" (F. James Rutherford, Andrew Ahlgren, Patricia Warren, and Janice Merz); "Data Resources to Describe U.S. Precollege Science and Mathematics Curricula" (Dorothy M. Gilford); "The Science Report Card: A Description of the 1985-86 NAEP Science Assessment and the Higher Order Skills Assessment Pilot Study" (Ina V. A. Mullis); "The Second International Mathematics Study: Major Findings and Implications" (Kenneth J. Travers); "The Current Status of Science Curricula: Insights from the Second International Science Study" (Willard J. Jacobson); "Science Curricula: An International Comparison Between the United States and the USSR" (Catherine P. Ailes and Francis W. Rushing); "Developing a National Indicator System for Monitoring Mathematics and Science Education" (Richard A. Shavelson, Jeannie Oakes, and Neil Carey); "Assessing the Quality of the Science Curriculum" (Senta A. Raizen); "What's Being Taught and Who's Teaching It" (Bill G. Aldridge); "The 1985-86 National Survey of Science and Mathematics Education" (Iris R. Weiss); "Updating the Science Curriculum: Who, What, and How?" (Joanne Capper); and "Reform in School Mathematics" (Thomas A. Romberg). (TW)

ED 292 670 SE 049 039
Natsoulas, Anthula
Mathematics Curricula and Age Cohort Participation: A Six Nation Comparison.
Pub Date—87
Note—26p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October, 1987).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Comparative Education, *Cross Cultural Studies, Educational Research, *Foreign Countries, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, National Programs, School Holding Power, Secondary Education, *Secondary School Mathematics, Sex Differences, Student Attrition
Secondary level mathematics programs of England, Finland, France, Israel, Japan and Swaziland are compared using data from the Second International Mathematics Study and United Nations sources. Within a clearly defined school structure, the number of mathematics course options, age cohort enrollments and male/female ratios are considered with an emphasis on the entry and terminal levels of secondary schooling and details of the mathematics content of the prescribed curriculum of the first year. The results show that most countries have a large proportion of their students in school and generally taking the same mathematics course during the first year of secondary school. By the terminal year, however, the number of mathematics options has increased in all countries while the proportional number of students enrolled in such courses has decreased with equal proportions of males and females in only two of the six countries studied. (Author)

ED 292 671 SE 049 041
PRISM: Principal Resources in Secondary Mathematics.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date—85
Note—249p.; Some charts may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Algebra, *Class Activities, Enrichment Activities, Functions (Mathematics), Geometry, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Remedial Mathematics, Secondary Education, *Secondary School Mathematics, State Curriculum Guides, Trigonometry
This document was developed as a resource for secondary mathematics educators. The supplemental guide is designed to help educators challenge

their students and provide each student with learning experiences to help them achieve success. Chapters reflect the mathematics curriculum and within each subject, activities are listed in the common sequence of topics. Many of the activities are designed to be adapted to other instructional areas at the discretion of the teacher. The chapters are: (1) "General Mathematics"; (2) "Algebra I"; (3) "Geometry"; (4) "Algebra II"; (5) "Trigonometry"; (6) "Math Analysis"; and (7) "Resources." An Appendix and Selected Answers section are also included. (PK)

ED 292 672 SE 049 043
Coxford, Arthur F., Ed. Shulte, Albert P., Ed.
The Ideas of Algebra, K-12. 1988 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No.—ISBN-0-87353-250-3
Pub Date—88
Note—248p.
Available from—National Council of Teachers of Mathematics, 11906 Association Dr., Reston, VA 22091 ($16.00).
Pub Type— Collected Works - General (020) — Books (010)
Document Not Available from EDRS.
Descriptors—*Algebra, Calculators, Computer Assisted Instruction, Concept Formation, Educational Technology, Elementary School Mathematics, Elementary Secondary Education, Equations (Mathematics), Functions (Mathematics), *Mathematical Concepts, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Skills, *Secondary School Mathematics
This volume is organized into six parts. Chapters 1-5, which make up Part 1, first discuss the forces impinging on algebra in the curriculum and suggest possible directions for change. Chapters 6-8, Part 2, concentrate on concepts and teaching possibilities available prior to the formal introduction of algebra. The notion that algebraic ideas are accessible to younger learners but, again, that care is needed in their development, is reinforced. In chapters 9-11, Part 3, equations and expressions in algebra are the focus. It is suggested that previous learning affects the learner's view of new ideas, that the solution of linear equations demands a careful developmental sequence, and that factoring and polynomials are important algebraic topics. Part 4, made up of chapters 12-14, emphasizes suggestions for teaching and using word problems in algebra. Part 5, chapters 15-24, emphasizes the use of technology in the algebra classroom. Suggestions include presenting guidelines for the development of instructional software, using computer programming as a way to introduce mathematical concepts, using computer generated data to teach concepts and processes, and using the calculator as a tool. Part 6, chapters 25-34, focuses on helpful, teacher tested, ideas for teaching algebra. (PK)

ED 292 673 SE 049 048
Pauline, Ronald F Bell, Paul E.
The Effects of Slide/Sound Computer Based Instruction on Students' Achievement and Retention.
Pub Date—88
Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Computer Uses in Education, *Earth Science, Grade 9, *Interactive Video, Research, Science Education, Secondary Education, *Secondary School Science, *Teaching Methods
Identifiers—Science Education Research
Previous studies have documented the effectiveness of feedback in improving students' achievement, but few studies have examined the effectiveness of summaries or reviews. This study examines the respective and combined effects of feedback and review on students' achievement, retention, and level of cognitive development. A total of 55 ninth-grade students comprised five treatment groups which received an interactive slide/sound computer earth science lesson on "The History of the Earth." All groups received 26 self-test questions throughout the program. The control group received no feedback to their responses to the self-test questions and no reviews for each of the seven sections of the program. One group received non-content feedback for the responses and no reviews, a second group received content feedback and no reviews, a third group received non-content feedback and reviews; and the fourth group received content feedback and reviews. All subjects were given a 28-item achievement test immediately following the computer treatment and the same achievement test one week later. The study concluded that providing students with feedback produced significant increases in achievement, retention, and higher-order learning while a review produced significant improvement only in higher-order learning. (Author/CW)

ED 292 674 SE 049 049
Smith, Mike U.
Expertise, Mental Representations, and Problem-Solving Success: A Study of the Categorizations of Classical Genetics Problems by Biology Faculty, Genetic Counselors, and Students.
Pub Date—88
Note—30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Biological Sciences, College Faculty, *College Science, College Students, *Counselors, Creative Thinking, *Genetics, Higher Education, Logical Thinking, *Problem Solving, Science Education
Identifiers—Science Education Research
The mental representations used by experts and novices for organizing their knowledge of a discipline have been studied by observing the categorization schemes these subjects produce when presented with a diverse group of problems. In this study, seven biology faculty, eight certified genetic counselors, and 26 students were asked to organize a set of 28 genetics problems based on how the person would solve them and to describe their schemes in writing. Subjects were categorized according to their success on four moderately difficult genetics problems. Successful faculty and student subjects organized problems according to genetic concepts which might form the chapter headings in a standard genetics text. The organizational schemes of genetic counselors were not similar to those of the faculty subjects. Both the counselors and the students placed greater emphasis on the knowns and unknowns in the problems. In addition, the counselors emphasized the solution techniques to be used. Based on these findings, it does not appear that the mental schemes used by different sorts of experts in a given discipline to organize their knowledge of content and procedures in that discipline are necessarily designed along abstract/conceptual lines. (CW)

ED 292 675 SE 049 050
Crawley, Frank E.
Determinants of Physical Science Teachers' Intentions to Use Investigative Teaching Methods: A Test of the Theory of Reasoned Action.
Pub Date—88
Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior, Chemistry, *Cognitive Processes, Higher Education, *Inservice Teacher Education, Institutes (Training Programs), *Physical Sciences, Physics, Science Education, *Social Influences, *Teacher Attitudes, Teacher Education
Identifiers—Science Education Research
Teachers participating in this study were enrolled in one of two courses developed for high school teachers of physical science. The courses were offered as part of the Summer Institute in Science, an Education for Economic Security Act Title II program funded by the Texas Higher Education Coordinating Board. Behavioral intention, attitude toward the behavior (and its determinants, behavioral beliefs and outcome evaluations), subjective norm (and its determinants, normative beliefs and motivations to comply) were determined using the method described by Ajzen and Fishbein (1980). The functional dependence of behavioral intention on attitude and subjective norm was examined. The purpose of this study was to explore the utility of the Theory of Reasoned Action for understanding and predicting science teaching behavior. In particular, the study investigated the cognitive foundations and social support for the physical science teachers' decision to engage in a specific teaching behavior, using investigative methods to teach physical science in a yearlong, general education, high school course consisting of one semester each of introduction to physics and introduction to chemistry. Intent to use investigative methods to teach physical science appears to be the result of a teacher's personal decision to do so, without regard to social pressures. (CW)

ED 292 676 SE 049 053
Cobern, William W.
"World View" Theory and Misconception Research.
Pub Date—88
Note—82p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). Contains light and broken type. This research was funded by a grant from the Sid Richardson Endowment at Austin College.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Achievement, Cognitive Development, *College Science, Higher Education, *Misconceptions, Science Education, *Scientific Concepts, Secondary Education, Secondary School Science, *Student Attitudes
Identifiers—Science Education Research, *World View (Kearney)
It can be inferred from the corpus of misconception research that an assumption that students come into secondary and college classes with a relatively homogeneous view of the world has been made. This paper takes the position that this assumption keeps researchers from a more comprehensive understanding of the factors that lead to science achievement and positive attitudes. A person's fundamental view of reality is what is known as a "world view." The purpose of this paper is to present Michael Kearney's model of world view and to discuss its potential for use in science education research. The paper is divided into two parts, and part 1 is further divided into several sections. They include: (1) "The Concept of World View"; (2) "Root Analysis of Misconceptions"; (3) "Defining World View"; (4) "World View in Science Education Literature"; (5) "Formation of a World View"; (6) "World View and Cultural Anthropology"; (7) "The Kearney World View Model"; (8) first, second and third order universals (each treated as a separate heading); (9) "Scientifically Inclined World Views"; (10) "Application to Misconception Research"; (11) "A Research Agenda; and (12) "Summary." Part 2 is a paper entitled "The Development of an Instrument for Distinguishing Science-Related Variations on the Causal Universal of College Students World Views" including research method, instrument development, selection of items, and a summary of results of a test of the instrument on 120 freshmen at Austin College (Texas) and 88 (out of a possible 200) randomly selected scientists. The complete 17-item instrument, "Survey of Preferred Explanations," is included. (CW)

ED 292 677 SE 049 056
Gardner, Robert
Energy Projects for Young Scientists.
Report No.—ISBN-0-531-10338-2
Pub Date—87
Note—127p.; Photographs and drawings may not reproduce well.
Available from—Franklin Watts, Inc., 387 Park Avenue South, New York, NY 10016-8864 ($12.90).
Pub Type— Books (010) — Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alternative Energy Sources, Elementary School Science, Elementary Secondary Education, *Energy Conservation, *Energy Education, Fuels, Mechanics (Physics), Motion, Reading Materials, Science Activities, Science Education, *Science Fairs, *Science Projects, Scientific Concepts, *Secondary School Science
Energy is a vital topic. Energy costs have risen dramatically during the last decade and home owners are concerned about their energy bills and the costs associated with heating or cooling their homes. An understanding of energy, its sources and

ways to reduce its use or improve the efficiency with which people use it will become more important as some of the world's fossil fuel resources approach depletion in the years to come. The purpose of this book is to provide ideas for science projects related to energy. It is designed to help students learn the scientific method as well as proceed with research and set up projects. Chapters include: (1) "Science Projects and Fairs"; (2) "Energy, Work, Power and Efficiency"; (3) "Heat and Thermal Energy"; (4) "Electrical Energy"; (5) "Energy of Motion and Position"; (6) "Solar Energy"; and (7) "Saving Energy at Home and School." A list of selected readings is included. Appendices provide "R Values of Various Materials" and "Specific Heats of Some Common Substances." (CW)

ED 292 678 SE 049 057
Crawford, Douglas H.
The Mathematics Curriculum and the Use of Mathematical Knowledge and Skills in Canada in an Era of High Technology.
Queen's Univ., Kingston (Ontario). Faculty of Education.
Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—Jun 86
Grant—410-83-0588
Note—248p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Computer Oriented Programs, *Curriculum Development, Curriculum Research, Educational Technology, Foreign Countries, Industry, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Relevance (Education), Secondary Education, *Secondary School Mathematics, *Technology
Identifiers—*Canada, Mathematics Education Research
Mathematics curricula in Canadian schools, especially at the secondary level, have until now derived much of their content and ways of teaching largely from university mathematics and mathematicians. This feasibility study represents a first step in collecting and analyzing data from hi-tech industries, businesses and organizations. In Phase I, a tentative list of 12 areas which seemed to comprise high technology was developed. In Phase II, a pilot field-study was carried out. Continued progress toward designing an expanded study was made by further examination of the meaning of high technology in practice. It was decided that the term "hi-tech" should mean the creation and use of advanced technology in all major areas of the economy, including research, manufacturing, consulting, service and government sectors. Finally, the relationship and interactions between computer science and mathematics were studied and analyzed to ensure that the instruments used in an expanded study would reflect this significant dimension. The bulk of the document consists of the following appendices which follow seven pages of references: (1) Materials Used in Visits and Discussions; (2) The Design of the Study; (3) A Taxonomy of Activities, Processes, and Skills in Mathematics; (4) Towards an Operational Definition of "Hi-Tech" for Research Purposes; and (5) Computer Science, Mathematics and the School Curriculum. (PK)

ED 292 679 SE 049 058
Equity in Science. A Training Module.
Alaska State Dept. of Education, Juneau. Office of Curriculum Services.; Anchorage School District, AK.
Pub Date—Oct 87
Note—95p.; Part of the Equity in Education: The Alaska Project series. Some drawings may not reproduce well.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Attitudes, *Educational Discrimination, *Elementary School Science, Elementary Secondary Education, *Inservice Teacher Education, Science Education, Scientific Attitudes, Secondary School Science, *Sex Bias, *Sex Stereotypes, Social Bias, Teacher Education, *Training Methods
Sex equity is an issue which many feel that teachers should be aware of in each area of the curriculum. The intent of this training module is to bring the issues of sex equity in the classroom to the conscious level of each teacher of science. The purposes of the module are to: (1) provide educators with increasing awareness of sexual bias in teaching science and to offer techniques/activities addressing these biases; (2) provide tools to promote the participation of women in science; (3) offer materials and strategies for educators designed to increase students' confidence and competence in doing science; and (4) relate the usefulness of science to future career choices. Most of the document consists of handouts, which include: a "Women Scientists" game; a "Famous Women Scientist Word Search"; "Women in Science" (a list containing thumbnail sketches of women scientists through the ages); "Build the Highest Tower" (an exploration of creative problem solving); a series of "Science Equity Session Plans"; a list of "Science Activities for Classroom Use"; and lists of resources for teachers. Various trainer instruction sheets are also provided, including an evaluation form. Included also are lists of transparencies and materials needed. (CW)

ED 292 680 SE 049 061
Grouws, Douglas A. Good, Thomas L.
Teaching Mathematical Problem Solving: Consistency and Variation in Student Performance in the Classes of Junior High School Teachers.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Apr 88
Grant—MDR-8470265
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Junior High Schools, Junior High School Students, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Mathematics Teachers, *Problem Solving, Secondary School Teachers, Teacher Behavior, *Teacher Effectiveness
Identifiers—Mathematics Education Research
This study examined student growth in mathematical problem solving and relationships between teachers and changes in class problem-solving performance over a school year. The sample for the study involved 24 junior high school mathematics teachers, 119 mathematics classes, and more than 2,500 students. Classes were tested using a 10 item problem-solving test at the beginning of the school year and at the end of the school year and increases in problem-solving performance were computed. Classes differed substantially in the amount of increases in performance. The five teachers with the largest class mean gains (highs) were compared with the five teachers with the lowest mean gains (lows). The high teachers taught 22 classes and 100 percent of these classes gained more than was statistically predicted from pretest scores. For the low teachers, 75 percent of their classes gained less than was predicted. Thus, the teacher, and indirectly teaching behavior, seems to be an important factor in increasing student performance in the domain of mathematical problem-solving. (Author/PK)

ED 292 681 SE 049 062
Mack, Nancy K.
Using Estimation To Learn Fractions with Understanding.
Pub Date—Apr 88
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Addition, Basic Skills, *Computation, *Elementary School Mathematics, *Estimation (Mathematics), *Fractions, *Individualized Instruction, Intermediate Grades, Mathematics Education, *Mathematics Instruction, Number Concepts, Subtraction
Identifiers—Mathematics Education Research
Eight sixth-grade students received individualized instruction on the addition and subtraction of fractions in a one-to-one setting for 6 weeks. Instruction was specifically designed to build upon the student's prior knowledge of fraction ideas and to emphasize estimation. It was determined that all students possessed a rich store of prior knowledge about estimation that was focused on parts of wholes in real world situations. On their own initiative, students related fraction symbols and procedures to prior knowledge about estimation in ways that were meaningful to them and accurately estimated sums and differences prior to learning computational algorithms. (PK)

ED 292 682 SE 049 063
Mack, Nancy K.
Learning Fractions with Understanding: Building upon Informal Knowledge.
Pub Date—Apr 88
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Addition, *Algorithms, Basic Skills, Computation, *Elementary School Mathematics, *Fractions, *Individualized Instruction, Intermediate Grades, Mathematics Education, *Mathematics Instruction, *Number Concepts, Subtraction
Identifiers—Mathematics Education Research
Eight sixth-grade students received individualized instruction on the addition and subtraction of fractions in a one-to-one setting for 6 weeks. Instruction was specifically designed to build upon the student's prior knowledge of fractions. It was determined that all students possessed a rich store of prior knowledge about parts of wholes in real world situations based upon whole numbers. Students related fraction symbols and procedures to prior knowledge in ways that were meaningful to them; however, there was a danger of this prior knowledge interfering when it reflected algorithmic procedures rather than fraction ideas in real world situations. (Author/PK)

ED 292 683 SE 049 064
Carpenter, Thomas P. And Others
Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Apr 88
Grant—MDR-8550236
Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Addition, Elementary Education, *Elementary School Mathematics, *Instructional Improvement, Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Number Concepts, *Problem Solving, Subtraction, *Teacher Behavior, *Teaching Methods
Identifiers—Mathematics Education Research
This study used knowledge derived from classroom-based research on teaching and laboratory-based research on children's learning to improve teachers' classroom instruction and students' achievement. Twenty first-grade teachers, assigned randomly to an experimental treatment, participated in a month-long workshop in which they studied findings on children's development of problem-solving skills in addition and subtraction. Other first-grade teachers (N=20) were assigned randomly to a control group. Although instructional practices were not prescribed, experimental teachers taught problem solving significantly more and number facts significantly less than control teachers. Experimental teachers encouraged students to use a variety of problem solving strategies, and they listened to processes their students used significantly more than did control teachers. They believed that instruction should build upon students' existing knowledge more than did control teachers, and they knew more about individual students' problem-solving processes. Experimental students' exceeded control students in number fact knowledge, problem solving, reported understanding, and reported confidence in problem solving. (Author)

ED 292 684 SE 049 067
Singer, Judith D. Willett, John B.
Opening Up the Black Box of Recipe Statistics: Putting the Data Back into Data Analysis.
Pub Date—Apr 88
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1988).
Pub Type— Opinion Papers (120) — Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Mathematics, Data Collection, Higher Education, *Mathematical Applications, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Statistical Analysis, *Statistical Data, Statistics
Identifiers—Mathematics Education Research
Statistics tend to become interesting to non-methodologists when taught in a research context that is relevant to them. Real data sets supplemented by sufficient background information can provide just such a context. Despite this, many textbook authors and instructors of applied statistics rely on artificial data sets to illustrate statistical techniques. In this paper, it is argued that artificial data sets should be eliminated from the curriculum and that they should be replaced with real data sets. Towards this end, a rationale for using real data sets and the characteristics that make data sets particularly good for instructional use are described. The difficulties encountered when using real data and strategies for compensating for these drawbacks are also discussed. Two authentic data sets and an annotated bibliography of dozens of primary and secondary data sources are included. (Author/PK)

ED 292 685 SE 049 069
North Dakota Elementary Science Curriculum Guide K-6.
North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date—Apr 88
Note—88p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Biological Sciences, Disabilities, *Earth Science, Elementary Education, *Elementary School Science, *Physical Sciences, Problem Solving, Process Education, Science Curriculum, Science Education, Science Instruction, Special Education, State Curriculum Guides, Teaching Methods
Identifiers—*North Dakota
It is often claimed that students must have a thorough understanding of the processes of science to understand the constant changes in scientific theories and make meaningful decisions. This curriculum guide has five major parts including goals and objectives of elementary school science, problem solving, suggested scope and sequence, instructional aids and resources. Also included is a section on curriculum considerations for handicapped students. The section on instructional aids includes information on: (1) how to prepare; (2) safety; (3) equipment; (4) field trips; (5) science fairs, projects, clubs; (6) inservice training for science teachers; (7) science career education; and (8) computers in science education. Resource listings include periodicals, catalogs, regional resources, North Dakota publications, maps, science in the kitchen, and books for science experiments. (CW)

ED 292 686 SE 049 071
Wier, Elizabeth A.
Breaking Down Barriers to Teaching Primary Science: Did a Summer Science Institute Help?
Pub Date—Apr 88
Note—26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Inservice Teacher Education, *Institutes (Training Programs), Light, *Primary Education, Science Education, Teacher Education, *Teacher Improvement, *Workshops
Identifiers—Science Education Research
This study was designed to determine whether a summer institute for elementary teachers could reduce or eliminate obstacles to teaching science. During summer, 1986, 10 primary teachers (K-3) participated in a month-long training session designed to help them improve their background knowledge of light and shadows and develop, teach, and revise a unit on the topic. During the following school year they taught the unit to their classes under the guidance of the institute director. The teachers' logs, final reports, and post-institute interviews were analyzed and compared with their pre-institute interviews to determine how they felt barriers to science teaching changed during the year. Pre-institute interviews indicated that the greatest obstacles were lack of time to teach science, lack of materials and equipment, lack of assistance in terms of support personnel and the teachers' lack of background knowledge, skills and confidence. The teachers reported that their participation in the institute had helped them improve their science teaching, especially in the areas of how to teach and how to manage a class while teaching science. Several reported a transfer of strategies learned in the institute to other subjects. (CW)

ED 292 687 SE 049 072
Braathen, Per Christian Hewson, Peter W.
A Case Study of Prior Knowledge, Learning Approach and Conceptual Change in an Introductory College Chemistry Tutorial Program.
Pub Date—Apr 88
Note—31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement, *Case Studies, *Chemistry, *College Science, Higher Education, *Learning Theories, Physical Sciences, Science Education, *Tutorial Programs
Identifiers—Ausubel (David P), *Constructivism, Science Education Research
This paper presents a case study involving a small group of students enrolled in a tutorial program learning introductory college chemistry. The underlying theoretical framework of this investigation was a constructivist view of learning, but more specifically it was based on Ausubel's theory of meaningful learning. The findings of this investigation were: (1) students did undergo qualitative changes in their knowledge, but some students more so than others; (2) these changes were related to the students' learning approach, i.e., positively related to the adoption of a meaningful learning set (a predisposition to learn meaningfully); and to the nature (quality and quantity) of their prior knowledge; and (3) evidence suggested that at least one of the subjects changed from essentially a rote learner to a more meaningful learner. In addition, this study explored Ausubel's condition of adopting a meaningful learning set for meaningful learning to occur. (CW)

ED 292 688 SE 049 073
Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (61st, Lake of the Ozarks, MO, April 10-13, 1988).
National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Pub Date—Apr 88
Note—186p.; For 1987 abstracts see ED 280 715.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.50).
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, Biology, Chemistry, Cognitive Processes, College Science, Computer Assisted Instruction, Concept Formation, Curriculum Development, *Elementary School Science, Elementary Secondary Education, Foreign Countries, Higher Education, Learning Strategies, Misconceptions, Physics, Problem Solving, Process Education, Science and Society, *Science Curriculum, Science Education, Science Instruction, Science Teachers, *Secondary School Science, Sex Differences, Skill Development, Student Attitudes, *Teacher Education, Teaching Methods, Technology
Identifiers—*Science Education Research
This document contains the abstracts of most of the papers, symposia and poster sessions presented at the 61st Annual Conference of the National Association for Research in Science Teaching (NARST). Subject areas addressed include: teacher preparation, science, technology and society; classroom research; elementary science; process skills; curriculum and instruction; misconceptions; achievement; research in Latin America and the Caribbean; microcomputers; educational policy; problem solving; analytical studies; interpretive research; gender differences; and attitudes. (CW)

SO

ED 292 689 SO 018 304
Killoran, James, Ed. And Others
Computers: The New Classroom Aid.
Association of Teachers of Social Studies, New York, N.Y.; United Federation of Teachers, New York, N.Y.
Pub Date—87
Note—67p.
Available from—ATSS/UFT Journal, United Federation of Teachers, 260 Park Avenue South, New York, NY 10010.
Journal Cit—ATSS/UFT Journal; v43 n1 Spr 1987
Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classrooms, Classroom Techniques, Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, *Computers, *Computer Uses in Education, Educational Technology, Elementary Secondary Education, Individualized Instruction, Instructional Systems, Programed Instruction, *Social Studies, Teaching Machines
The articles in this journal issue describe various aspects of the computer revolution's impact on social studies teaching. The first two articles address the theoretical background of computer implementation in social studies classrooms. Robert Consigli and Mark Jarrett describe how the computer should be used in "The Social Studies Revolution and the Computer Revolution," while Charles White compares social studies education and instructional computer technology in "Computers in Social Studies: An Overview." Four articles discuss specific computer classroom applications. Hazel Greenberg, in "What's Next for 'Next Step,'" describes word processing projects, and Frank Melia explains developing writing skills in "Writing in a Social Studies Computer Lab." In "Using a Database to Investigate the Presidency: Meet the Presidents," Michael Yaeger describes a "presidential research project," while James Killoran reports on a learning activity using a spreadsheet program, in "What If ...?" Two articles provide ideas for non-teaching computer applications. Richard Germundsen illustrates how teachers might reduce record-keeping tasks in "Could a Computerized Gradebook System Help You?" and Patricia Hanham tells how paperwork can be facilitated in "Using the Computer for Classroom Management." (JHP)

ED 292 690 SO 018 416
Myerscough, John
Private Funding of the Arts.
Council of Europe, Strasbourg (France).
Pub Date—87
Note—10p.; Report of the Research Workshop on Private Funding of Culture (Ruschlikon/Zurich, Switzerland, September 1985).
Journal Cit—Cultural Policy; n5-6 1987
Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art, Business Responsibility, Community Resources, *Corporate Support, Fund Raising, *Private Financial Support, *Public Support, Workshops
This workshop, concerning private funding for the arts, resulted from a previous research workshop (Munich, 1983) which had concluded that growth in public sector arts financing in Europe had ceased. A major conclusion of the 1985 workshop was that private funding had entered a high development phase, but participants were encouraged to develop all potential funding sources. Businessmen attending the workshop stressed that, even during periods of scarce resources, the arts should be exempted from public expenditure cuts and that private funds should be utilized to supplement public funds. A major area of increasing financial support is through business sponsorship. Participants believed that this type of private sponsorship could lead to self-reliance and independence for the arts. The workshop also recognized: (1) businesses' continuing responsibility in the community; (2) the synergy between the arts and business; (3) the economic implications of the arts with regard to employment; and (4) the role that business firms play in fostering cultural development. (JHP)

ED 292 691 SO 018 459
Duea, Joan And Others

Maps and Globes: An Instructional Unit for Elementary Grades.
University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
Pub Date—85
Note—99p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, *Elementary School Curriculum, Geography, *Geography Instruction, Instructional Materials, Locational Skills (Social Studies), *Maps, Map Skills, *Social Studies
Identifiers—*Globes

This unit of 20 classroom learning episodes is structured to improve students' ability to read and interpret maps and globes. Performance objectives, outlined in part 1, include developing map and globe skills to locate, acquire, organize, interpret, evaluate, and express knowledge and information. Each of the learning episodes in part 2 contains instructional objectives, learning activities, and materials needed to carry out the activity. The learning episodes require 1 to 3 days of instructional time. Activities are developed and materials are provided to teach: (1) the four cardinal directions; (2) the four intermediate directions; (3) use of map symbols and legends; (4) designing maps; and (5) using map grids. Students are also taught to use state, United States, and world maps. An outlined U.S. map is provided for students to label the states, and the continents and oceans are labelled on an outline world map. A comprehensive posttest is provided. (SM)

ED 292 692 SO 018 472
Quigley, Charles N., Ed. And Others
We the People...Do Ordain and Establish this Constitution for the United States of America. Teacher's Edition. A Secondary Level Student Text.
Center for Civic Education, Calabasas, CA.
Spons Agency—Commission on the Bicentennial of the United States Constitution, Washington, DC.
Report No.—ISBN-0-89818-129-1
Pub Date—87
Note—128p.; For related document, see ED 285 818. Prepared for the National Bicentennial Competition on the Constitution and Bill of Rights.
Available from—Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Citizenship Education, Civics, Civil Liberties, *Constitutional History, Governmental Structure, Instructional Materials, *Political Science, Secondary Education, Social Studies, *United States Government (Course), *United States History
Identifiers—*Bicentennial, *United States Constitution

Equipping students intellectually to become active participants in society through an understanding of the past is this text's goal. Based on expository and inquiry methods that encourage active participation by students, the document stresses the development of analytic and evaluative skills. The activities built into the lesson plans include directed discussions, debate, and simulations. The text is organized into six units. Unit 1 introduces the students to the political philosophies which provided the basic principles and ideas underlying the U.S. Constitution. Unit 2 emphasizes the influence of the Magna Carta and the British Parliamentary system upon the framers of the U.S. Constitution. Unit 3 gives an account of the Philadelphia Convention and the conflicting points of view represented by the Virginia and New Jersey Plans. The powers of Congress and the organization of the executive and judicial branches are also presented in this unit. In addition to learning about the organization of the executive and judicial branches in unit 4, students study the manner in which the Bill of Rights was added to the U.S. Constitution. Unit 5 focuses on fundamental rights provided by the U.S. Constitution. Unit 6 explores the responsibilities of citizens. A reference section is included containing copies of the Declaration of Independence, the Constitution, and the Bill of Rights; a bibliography; and materials for a debate. (SM)

ED 292 693 SO 018 474
Wright, Andrew
How To Enjoy Paintings.
Report No.—ISBN-0-521-27548-2
Pub Date—86
Note—86p.
Available from—Cambridge University Press, 32 East 57th Street, New York, NY 10022.
Pub Type— Books (010) — Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—*Adult Learning, Art Activities, *Art Appreciation, Art Education, Fine Arts, Foreign Countries, *High Interest Low Vocabulary Books, Instructional Materials, *Painting (Visual Arts), Postsecondary Education, Visual Arts, Visual Literacy, *Young Adults

Developed for intermediate and low intermediate adult and young adult English language readers, this book describes selected aspects of art and paintings. Topics covered include how to: (1) understand art as part of the environment that can be seen and felt; (2) recognize illusions; (3) comprehend the language of paintings; (4) read a picture; and (5) judge a painting or picture. Activities are designed to stimulate thinking processes, comparisons, evaluations, and discussions, and readers are encouraged to use the materials to complete answers to questions and to solve puzzles. This book is illustrated with drawings, photographs, diagrams, and charts. Answers to questions and an index of included paintings are provided. (JHP)

ED 292 694 SO 018 517
Ediger, Marlow
Computer Use and the Social Studies.
Pub Date—87
Note—23p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, *Computer Uses in Education, Educational Technology, Elementary Secondary Education, Programed Instruction, *Social Studies, Teaching Machines
Identifiers—Software Selection

Computers frequently are not utilized adequately or optimally in classrooms. However, selected principles of learning are applicable to computer and software usage. They include: (1) meaningful and achievable exercises; (2) sequential learning; and (3) purposeful content. Learner interest, motivation, and balance among objectives are significant considerations in computer instruction. The types of software selected for student use should reflect definite social studies goals, and diverse kinds of software programs, based on established objectives, need to be utilized in ongoing lessons and units. Those programs include: (1) drill and practice; (2) tutorials; (3) diagnosis and remediation; (4) simulations; and (5) games. Different types of educational philosophies, such as experimentalism, idealism, realism, and existentialism, may be used in computerized classroom settings. Computers can be successfully used with both a behavioristic approach, stressing a logical, sequenced curriculum, or a humanistic approach, emphasizing student-teacher planning and an open curriculum. (JHP)

ED 292 695 SO 018 532
Adam, Hilary Martinez, Chris
Summary of the Critical Issues in Religious Education in the Public Schools.
Pub Date—87
Note—13p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civil Liberties, *Civil Rights, Constitutional Law, Court Litigation, Court Role, Elementary Secondary Education, *Public Schools, Released Time, *Religion, *Religious Education, Religious Factors
Identifiers—First Amendment, Religious Freedom

This paper examines four issues related to religion and the public schools: (1) released-time education; (2) variations in interpretation of court decisions; (3) teacher attitudes toward religious instruction; and (4) freedom of religious expression. Released-time education programs were held to be constitutional in "Zorach v. Clauson." The decision stated that the programs must be held off campus, for 1 hour per week, and with no public funding. The test used for interpretation of the establishment clause of the First Amendment is composed of three questions: (1) is the purpose of the program secular; (2) is the primary effect neither to advance nor inhibit religion; and (3) is there avoidance of excessive entanglement between state and religion. The interpretation may be different, based on the way information is presented in the case. Teacher attitudes toward religious instruction were revealed to differ widely in a survey of 55 teachers enrolled in classes at Eastern Washington University. "Mozert et al. v. Hawkins County Public Schools et al. (Greensville, Tennessee) in which a federal judge allowed children to study reading at home was an exemplary case involving freedom of religious expression. Through examination of these four issues, it was found that there is the potential for the abuse of First Amendment rights. To enhance children's education, it is necessary for teachers, parents, the legal system, and administrators to work together. (SM)

ED 292 696 SO 018 551
McKernan, Jim, Ed. And Others
Irish Educational Studies, Vol. 6, No. 1, 1986-1987.
Educational Studies Association of Ireland, Dublin.
Pub Date—87
Note—228p.; For volume 6, no. 2, see SO 019 074. For earlier issues, see ED 260 961-962, ED 248 187-188, and ED 235 105.
Available from—Business Editor, Education Department, University College, Dublin 7, Ireland.
Journal Cit—Irish Educational Studies; v6 n1 1986-87
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Anthologies, Curriculum Development, Curriculum Research, *Educational Research, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Research Projects
Identifiers—*Educational Issues, *Ireland, Professional Activities, Professional Role

The 13 papers collected in this volume illustrate the issues that currently interest educational researchers in Ireland. Seamus O. Suilleabhain explores education as a profession and the concept of professional identity. Papers written by Jim McKernan, Diarmuid Leonard, and Luke Murtagh examine curriculum research and development as a professional activity. Susan Parkes and Ann Fitz-Gibbon introduce autobiography as a methodology for illuminating professional concerns in pre-service teacher education programs. Three papers, written by Declan Irvine, Yvonne O'Reilly, and Kevin Williams and Gerry McNamara, focus on concerns about inservice education and the coherence of youth education programs. An experimental teaching supervision program is considered by Maire Ui Chathain, while papers by Mary Meany and Maire O Murehada describe various aspects of music education curricula. Anthony Motherway stresses the role and status of textbooks in teaching history and English, and John McMahon considers broadcast-based teaching as a concept in open learning systems. (JHP)

ED 292 697 SO 018 584
Parker, Franklin
Education Events USA/Britain 1987 (to Oct.)
Pub Date—5 Oct 87
Note—20p.
Pub Type— Reports - Descriptive (141) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary Secondary Education, *Higher Education, Outcomes of Education, Public Education
Identifiers—Event Analysis, *Great Britain

U.S. educational events during 1987 included plans for a national board to certify teachers, federal appeals court decisions that overturned Tennessee and Alabama textbook censorship cases, the U.S. Supreme Court's finding as to the unconstitutionality of Louisiana's creation science law, and concern about rapid increases in college costs. This document highlights events that involved: (1) educational reform programs; (2) the courts and fundamentalists; (3) curriculum concerns; (4) controversy over U.S. Secretary of Education William Bennett's policies and proposals; (5) reports that were critical of educational programs; (6) polls; (7) bilingual education; (8) teacher certification reform; (9) congressional hearings; (10) teacher pay; (11) educational costs; and (12) governors' reports. Great Britain advanced its most ambitious school reforms since 1944, prepared to introduce a national curriculum, and planned a policy that would permit parents to remove schools from the largely labor-dominated Local Education Authorities and

place them under central government control. British Prime Minister Margaret Thatcher's educational policies and plans for primary and secondary schools and for universities are summarized. U.S. statistical data concerning enrollments, teachers, graduates, and expenditures are appended. (JHP)

ED 292 698 SO 018 591
Moore, Marian Tank, Holly
Media Log: A Guide to Film, Television, and Radio Programs Supported by the National Endowment for the Humanities.
National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—86
Note—201p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Abstracts, Educational Media, Elementary Secondary Education, *Films, Instructional Materials, Mass Media, *Nonprint Media, *Radio, Reference Materials, Resource Materials, *Television
Identifiers—*National Endowment for the Humanities
This guide describes more than 500 film, television, and radio productions developed through the support of the National Endowment of the Humanities. Designed to identify available materials and stimulate their use by individuals, groups, schools, and organizations, the guide presents information concerning productions under the categories of: (1) United States history; (2) archaeology and anthropology; (3) folk traditions and local history; (4) world culture and history; (5) history, theory, and criticism; (6) the humanities in literature; (7) philosophy, religion, and ethics; and (8) children's programs. An abstract of each program is provided, along with information about length, content, format, awards won, and the name and address of the distribution agent. Pictures are included. (JHP)

ED 292 699 SO 018 600
Mitchell, Greg Melville, Keith
The Superpowers: Nuclear Weapons and National Security. National Issues Forums.
Brown Univ., Providence, RI. Center for Foreign Policy Development.; Domestic Policy Association, Dayton, OH.; Public Agenda Foundation, New York, NY.
Pub Date—87
Note—47p.; For a teacher's guide, see SO 019 200. Photographs and illustrations may not reproduce well.
Available from—National Issues Forums, 100 Commons Road, Dayton, OH 45459-2777 ($3.00).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Disarmament, *International Relations, *National Defense, *National Security, *Nuclear Warfare, Social Studies, World Problems
Identifiers—Forums, Issue Differentiation, *Nuclear Weapons, *USSR
Designed to stimulate thinking about United States-Soviet relationships in terms of nuclear weapons and national security, this document presents ideas and issues that represent differing viewpoints and positions. Chapter 1, "Rethinking the U.S.-Soviet Relationship," considers attempts to achieve true national security, and chapter 2, "Peace through Strength: Regaining the Upper Hand," suggests that the chief threat to the United States is Soviet aggression and that the only method to ensure peace is to increase U.S. military force. Chapter 3, "A Safer Competition: Cooperating on the Nuclear Issues," asserts that the nuclear arms race, not Soviet expansion, is the real threat to U.S. security, while chapter 4, "Common Concerns: Working with the Soviets," indicates that tensions between the superpowers pose the greatest threat to security. Avoiding entangling alliances and a global military presence that heightens the chances of confrontation are the themes of chapter 5, "America on Its Own: Redefining Our Global Commitments." Chapter 6, "Which Direction for Superpower Relations?" suggests that viewpoints about nuclear arms and national security depend upon how individuals assess various risks and dangers. (JHP)

ED 292 700 SO 018 603
The Blessings of Liberty: Quotations on the Constitution.
Department of Defense, Washington, D.C.
Pub Date—Jan 87
Note—34p.
Pub Type— Historical Materials (060) — Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Constitutional History, *Constitutional Law, Instructional Materials, Social Studies
Identifiers—Bicentennial, *Quotations, *United States Constitution
This document is a collection of 108 quotations concerning the U.S. Constitution. The quotations are from men who fought for the ratification of the Constitution, U.S. Presidents, U.S. Supreme Court Justices, and leaders of other nations. Some of the quotations are also from U.S. Supreme Court decisions. The sayings are arranged in approximate chronological order within topics relating to the specific article of the Constitution to which they refer. General quotations appear in the section on the Preamble. A list of sources for the quotations and an index of persons quoted is also included. (SM)

ED 292 701 SO 018 611
The Major Project in the Field of Education in Latin America and the Caribbean. Bulletin #12.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—Apr 87
Note—63p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Audiovisual Instruction, Cultural Pluralism, Curriculum Development, Developing Nations, *Educational Development, Educational Planning, Foreign Countries, Health Education, Hunger, International Education, *Multicultural Education, *Nutrition Instruction
Identifiers—Brazil, *Caribbean, Jamaica, *Latin America, Peru
The first segment of this bulletin is a summary presentation of the Second Meeting of the Regional Intergovernmental Committee of the Major Project in the Field of Education and the Sixth Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning of the Member States in Latin America and the Caribbean (Bogota, Colombia, March 24-28, 1987). Participants noted that there are 44 million illiterate people in Latin America, which has a population of 253 million (1985), up from 163 million in 1970. Additional articles are provided in this document. In his presentation, "National Requirements of Educational Planners," Walter Garcia believes that Brazil's great size, plurality, and diversity of cultures require profound changes in policy making at the national level. Seventy-two percent of the population over 10 years of age have either never attended school or have not attended beyond the fourth grade. Because crowded conditions require double sessions, some students spend only 2.5 hours per day in school. Low salary incentives for teachers, inadequate training, and lack of professional status characterize the problems. Decentralization involving microplanning is recommended, along with the coordination of public services and a higher level of technical competence of central planning. In "Audio-Visual Mass Education," J. Manuel Calvelo Rios suggests using audiovisual training as a means of educating rural peasants to provide them with needed information about natural resources, ecology, health, and housing. Program scripts would be developed in conjunction with the peasants' self-defined needs and views of the problems affecting them. Data are provided by Carol Baume from a research project, "Jamaica Nutrition Education Project," which incorporated basic nutrition concepts into a language arts program. The materials developed for the program have been field tested, and charts of the outcomes are included. Summaries of activities sponsored by OREALC (the Regional Office for Education in Latin America and the Caribbean) conclude the bulletin. (NL)

ED 292 702 SO 018 615
Krauss, Ellis S.
Selecting Japan's New Prime Minister. Prepared as Background for the Liberal Democratic Party Presidential Elections.
ASIA Society, New York, N.Y.
Pub Date—Oct 87
Note—39p.; Written for the Asia Society Media Relations Program.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Asian History, Asian Studies, Elections, Foreign Countries, Government Role, *International Relations, Political Influences, Political Issues, Political Power, Politics, Social Studies, Social Systems, Voting, World Affairs
Identifiers—*Japan
Divided into four major parts, this document explains the significance of the Liberal Democratic Party (LDP) in Japan. Part 1 indicates that the LDP has governed Japan since 1955 and controls 445 seats in the 764 seat parliament. The selection of the prime minister, chosen from within the ruling party, is seen as vital to U.S. interests. For example U.S.-Japanese trade totaled 109 billion dollars in 1986. The last prime minister, Yasuhiro Nakasone, presided over major changes in both politics and Japanese society. The primary concern for the United States is whether the new prime minister can reduce the current tension in U.S.-Japanese relations. Part 2 of the report describes the selection process for the prime ministers by the party members. Part 3 provides profiles of the four candidates and describes the legacy of Nakasone. Part 4 outlines the key issues and implications of the election for the United States. The new prime minister will face several key tasks that include restructuring the economy, stabilizing the yen, and maintaining a base of support. Party support comes from farmers and rural residents, and the electoral process is candidate centered rather than party centered. LDP is the most conservative party but is perceived as flexible and responsive to public pressure. Party power is limited, and the bureaucracy plays a greater role in drafting legislation than in the United States. Appended are an economic fact sheet, a genealogy chart of LPD's five major factions from 1965-87, and a list of Japan's prime ministers from 1946-1987. (NL)

ED 292 703 SO 018 620
Beach, Richard, Ed. And Others
Teaching Canada: A Newsletter for Teachers. Volume 4, Numbers 1-3, 1985-1986.
State Univ., of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.
Pub Date—86
Note—34p.
Available from—Center for the Study of Canada, State University of New York, Plattsburgh, NY 12901.
Journal Cit—Teaching Canada; v4 n1 Fall 1985 n2-3 Win-Spr 1986
Language—English; French
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Area Studies, Audiovisual Aids, Cultural Awareness, Cultural Education, *Cultural Exchange, *Curriculum Development, Foreign Countries, *Intercultural Programs, International Relations, Learning Activities, *Multilingualism, Puzzles, Resource Materials, Secondary Education
Identifiers—*Canada
Offering varied and diverse information resources to assist in teaching about Canada, this publication contains facts on scholarship availability, student essay writing contests about U.S./Canadian related topics, and analyses of those issues affecting relations between the two countries. Crossword puzzles for classroom use utilize current events and historical data about Canada and the United States. Recent publications, teaching cassettes, and audiovisual materials are reviewed. Each issue contains articles designed to help teaching, as well as a regular French language feature. Notices of meetings, seminars, and workshops for teachers and travel and study opportunities in Canada are included. (NL)

ED 292 704 SO 018 623
Kohler, Fred
Utilizing Hurricane Data for Classroom Exercises.
Pub Date—21 Oct 87
Note—39p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Springfield, MO, October 21, 1987). For related document, see ED 275 605.
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Data, Geography, Instructional Materials, Resource Materials, Secondary Education, *Social Studies, *Weather
Identifiers—*Hurricanes, *Question and Answer

Exercises

This document contains specific exercises designed to help secondary students understand the spatial and temporal characteristics of hurricanes that affect the eastern part of the United States. Selected exercises require students to: (1) use maps; (2) interpret statistics; and (3) perform mathematical calculations. Introductory material is presented for each topic or concept, followed by a set of questions and answers. Figures, tables, and maps, along with a 17-item bibliography, are included. (JHP)

ED 292 705 SO 018 624

Peckham, Howard, Ed.

Liberty's Legacy: Our Celebration of the Northwest Ordinance and the United States Constitution.

Report No.—ISBN-0-87758-020-0

Pub Date—87

Note—119p.; The 1987-88 Big Ten Universities' National Bicentennial Commemoration Exhibition.

Available from—Ohio Historical Society, 1985 Velma Avenue, Columbus, OH 43211 ($10.00).

Pub Type— Historical Materials (060) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Catalogs, *Constitutional History, Exhibits, Illustrations, Maps, Photographs, Primary Sources, Social Studies, *United States History, Visual Aids

Identifiers—Bicentennial, Commemorative Events, Commemorative Publications, *Northwest Ordinance 1787, Regional History

This catalog was designed to accompany an exhibition to celebrate the bicentennials of the Northwest Ordinance and the U.S. Constitution. The exhibition, a collaborative and cooperative effort of 15 midwest organizations, including 9 universities, 3 scholarly libraries, and 3 historical societies, displayed original historical materials in the form of documents, maps, paintings, letters, and books. Part 1 of the catalog contains: (1) an essay by Peter Onuf, entitled "The Importance of the Northwest Ordinance"; (2) an introduction to the Northwest Ordinance exhibit by John Dann; and (3) the catalog of information about each exhibited item. Part 2 contains: (1) an essay by Pauline Maier, entitled "The Philadelphia Convention and the Development of American Government"; (2) an introduction to the U.S. Constitution exhibit by Cecil K. Byrd; and (3) the catalog of information about each exhibited item. Historical information is presented in order to describe or interpret each exhibited item and to help explain ideas, ideals, and events that shaped early national and regional history. The catalog contains pictures of many of the exhibited materials. (JHP)

ED 292 706 SO 018 656

Villanueva, Carmelita L., Ed.

Innovations in Population Education: Conveying Population Education through Games.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Report No.—BKP-84-OPE-695-3000

Pub Date—87

Note—8p.

Journal Cit—Population Education in Asia and the Pacific Newsletter and Forum; n26 p17-22 1987

Pub Type— Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Educational Games, *Family Planning, *Family Size, Foreign Countries, Global Approach, Learning Activities, Nonformal Education, *Population Education, Population Growth, *Population Trends, Secondary Education

Identifiers—*Asia Pacific Region

The use of games and simulations is a method that educators are finding especially useful in presenting information about population concerns. The "Futures Wheels" is a participatory classroom exercise, designed to demonstrate probable consequences of future population increases and is also used to illustrate a wide range of population related problems. The "Card Game on Family Welfare," produced by participants of the Regional Training Workshop for the Development of Population Education Materials for Special Interest Groups, is directed at youths who are no longer in school. Complete directions and illustrations for the games are given. (NL)

ED 292 707 SO 018 662

Johanson, Arnold

Can Informal Logic Courses Teach Critical Thinking: Reflections on McPeck and Paul.

Pub Date—12 Apr 87

Note—16p.; Paper presented at the Conference on Critical Thinking (Newport News, VA, April 9-12, 1987).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Processes, *Critical Thinking, Educational Philosophy, Higher Education, Logic, *Logical Thinking, *Problem Solving

Identifiers—*McPeck (John), *Paul (Richard)

The teaching of critical thinking requires an understanding of the term, defined in this document as the processes of judgement or evaluation. Informal logic teaches students to understand and analyze arguments which are fallacious, to determine what is valid and invalid, and to evaluate non-deductive arguments. John McPeck and Richard Paul questioned whether informal logic can teach critical thinking, since it varies from discipline to discipline. They believed that a background knowledge of relevant subject matter was vital for an assessment of truth or falsity of arguments and that there were methodological differences among disciplines. Paul challenged the assumption that critical thinking could be taught as a battery of technical skills as though each argument were an individual unit outside its overall context. This approach he labeled "atomistic," arguing that instead, critical thinking must focus on world, not segmental views. (NL)

ED 292 708 SO 018 663

Strittmatter, Anton

Case Study on School Development in Practice. Project No. 8: Innovation in Primary Education.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS-EGT-(87)-18

Pub Date—12 Jun 87

Note—22p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Centers, Curriculum Development, *Curriculum Enrichment, *Educational Change, Elementary Education, Foreign Countries, Instructional Development, Participative Decision Making, Preschool Education, *Program Improvement, Teacher Education

Identifiers—*Netherlands, *Support Services

Educational guidance services play a key role in implementing educational reform in the Netherlands. There are about 70 state-financed educational service centers that support individual schools by providing such aids as psychological assessments, theoretical and methodological advice, teacher training, guidance, development, and educational innovation. The centers also serve as media centers and information clearinghouses, act as liaisons between schools and the authorities, and provide orientation programs for initiating state-mandated education reforms. The services are confined to primary level schools for ages 4-12. The conclusions of this program review are that teamwork and cooperative development lead to implementation of the reforms and that the national centers effectively support guidance services. (NL)

ED 292 709 SO 018 680

Clubok, Arthur, Ed.

Instructional Models in Methods Courses. Occasional Paper No. 7.

Ohio Council for the Social Studies, Oxford.

Pub Date—86

Note—33p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Methods Courses, *Preservice Teacher Education, *Social Studies, Teacher Education, Teacher Education Curriculum

Identifiers—*Instructional Models

Instructional models are distinct sets of sequenced teaching actions created to promote student achievement of selected learning outcomes. They identify: (1) the type of information to be presented to students; (2) the sequence in which it should be presented; (3) the teaching tactics that stimulate necessary cognitive learning processes; and (4) the tasks students must perform successfully to apply what they have learned. The study of instructional models helps preservice teachers develop a cognitive framework for making teaching decisions. An instructional models approach rests upon two basic assumptions: (1) the classroom situations, content goals, and students differ so widely that no single teaching method will ever be universally effective; and (2) a wide range of instructional options exist, and teachers can adopt and adapt these models to their unique situations. The two families of models most appropriate to social studies teachers are the information processing models and the social interaction models. A models approach in a methods course is a powerful means to help preservice teachers become effective social studies teachers. It provides a cognitive framework for understanding instruction and a basis for responding appropriately to different curriculum goals. A models approach ensures that preservice teachers have the knowledge and technical skills needed to make a significant contribution to the education of citizens. (SM)

ED 292 710 SO 018 681

Marker, Gerald W.

Science, Technology, and the Constitution: A Never Ending Tension.

Pub Date—Nov 87

Note—23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (67th, Dallas, TX, November, 1987).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Liberties, Confidential Records, *Constitutional History, Discussion (Teaching Technique), Ethics, *Freedom of Information, Futures (of Society), *Information Technology, Instructional Innovation, Laws, Learning Strategies, *Questioning Techniques, *Sciences, Secondary Education, Social Studies, *Technology

Identifiers—*United States Constitution

The uses of modern technology present a challenge to constitutional rights. Computer technology is viewed as a serious threat to privacy, electronic bugging devices are available to everyone, and the United States government is the largest user of electronic surveillance. The fact that databases are pervasive is evidenced by the realization that the U.S. government has three billion personal computer files that are sources of potential exploitation. Is it possible for the 200-year-old U.S. Constitution to adapt to the new technology? Can courts and laws change rapidly enough to protect citizens from what is now technologically possible? A social studies lesson plan presents three issues for classroom use: (1) changes in technology are accompanied by changes in the social institutions; (2) technology makes possible new threats to basic freedoms; and (3) there is constant tension between what technology makes possible and what should be allowed when more than one basic freedom is threatened. Suggestions are provided for classroom activities that encourage discussion of the social implications of technological change. (NL)

ED 292 711 SO 018 689

Petry, John

A Cross-Cultural Study of Japanese Education.

Pub Date—19 Nov 86

Note—11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19, 1986).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian History, *Cross Cultural Studies, Cultural Awareness, Curriculum Design, *Educational Assessment, Educational Development, Educational Philosophy, *Educational Quality, Foreign Countries, Instructional Effectiveness, *Multicultural Education, Non Western Civilization, *Outcomes of Education, Teacher Effectiveness

Identifiers—Asia, *Japan

The homogeneity of the Japanese people is a major component in their educational achievements. The success of the educational system is linked to various factors, such as the state of the national health, the excellence of the transportation system, a common language, and other cultural attitudes and values. Parents are considered responsible for their children's school work, and children attend school for longer hours and spend more hours studying than do U.S. children. Group goals take precedence over individual goals. Entrance to pre-

ferred schools is heavily competitive, as is entrance to higher educational institutions. Topography is a factor, because the Japanese population is concentrated in the coastal areas and in large cities. There is a 98 percent literacy rate. Education has been the instrument of change in Japan, accomplishing national goals and attaining an effective world image. (NL)

ED 292 712 SO 018 708
Zuniga, Madeleine, Ed. And Others
Educacion en Poblaciones Indigenas: Politicas y Estrategias en America Latina. (Education for Indigenous Populations: Policies and Strategies in Latin America).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—May 87
Note—311p.; Document derived from the Subregional Seminar on Policy and Educational-Cultural Strategy for Indigenous Populations (Lima, Peru, November, 1985).
Language—Spanish
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—American Indian Languages, *Anthropological Linguistics, Bilingual Education, Cultural Influences, *Educational Policy, Foreign Countries, Language Planning, *Language Research, *Multicultural Education, National Programs, *Native Language Instruction, Official Languages, Second Language Instruction
Identifiers—*Latin America, Mexico
This document is a compilation of 20 papers from a seminar on educational policy and strategy for educating the indigenous peoples of Latin America and Mexico. There is a growing awareness among linguistics and anthropology specialists and educators of the necessity to validate education that respects the values of an indigenous culture. This research covers the size of indigenous populations, existing government policies, literacy rates, national planning, and current programs, as well as various programs undertaken in the past. Education alone cannot resolve the economic and social problems of marginal peoples. One goal is the creation of a center for education and research on ethnic peoples and the Amazonian and Andean languages. Further study on the problems of linguistic pluralism and past government policies of establishing Spanish as the official language is recommended. Among the papers included are "Linguistic Research on Indigenous Languages of Colombia" (Jon Landaburu) and "Systematic Inventory of Indigenous Languages of Peru: Policies for the Preparation of an Elementary Bilingual Grammar and Dictionary" (Alberto Escobar). An alphabet of the Quechua and Aymara languages is appended. (NL)

ED 292 713 SO 018 709
Mungazi, Dickson A.
Education and the Quest for Human Completion: The African and Afro-American Perspectives Compared.
Pub Date—21 Mar 87
Note—28p.; Revised version of a paper presented at the Annual Meeting of the New York African Studies Association (Dobbs Ferry, NY, March 20-21, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, *African Culture, *African History, *Black Education, *Black History, Black Leadership, Black Power, *Civil Rights, Educational Discrimination, *Equal Education, Group Unity, Political Power, Racial Bias, Racial Relations, School Desegregation, Self Determination
Identifiers—*Africans
This paper examines the concept of human completion, as applied to both the African and the Afro-American experience, and how the search for completion by the individual influences the collective society. The theoretical concepts of Paulo Freire and Albert Memmi are applied to both groups. Both groups have been denied equal opportunity for education and self-realization. Voting has been used as a means to achieve social and educational goals but has been ineffective when it was not combined with the education necessary to provide critical analytical skills. The search for self-liberation has led to social conflict, as the power structure has prevented the minority from achieving its goals. The conclusions drawn include: (1) that collective action is not possible without individual action, which in turn depends upon the education of individuals; (2) that affirmative action programs are vital in assisting blacks in achieving education; (3) that collective action appears to be fading in the face of uncertain hope for individual achievement; and (4) that colonization still exists in the continued denial of equal opportunity. The problems inhibiting black progress in both groups are: (1) lack of meaningful employment; (2) shortage of housing; (3) breakdown of the family; (4) poverty; and (5) the resurgence of racism. (NL)

ED 292 714 SO 018 714
Reische, Diana L.
Citizenship: Goal of Education.
American Association of School Administrators, Arlington, Va.
Report No.—ISBN-0-87652-114-6
Pub Date—87
Note—102p.; Prepared through a grant from the M. R. Robinson Fund.
Available from—AASA Publications, 1801 North Moore Street, Arlington, VA 22209 ($7.95).
Pub Type— Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Citizen Participation, *Citizen Role, *Citizenship Education, *Civics, Curriculum Development, Elementary Secondary Education, Social Studies, United States Government (Course)
The central question of this book is, how can schools that are already overloaded with assignments from society find the time and techniques to produce effective citizens? Six chapters examine this problem. Chapter 1 documents the need for civic education and the problems related to providing an effective civic education. Chapter 2 explores the many different interpretations of citizenship education and determines that it stems from all educational experiences. A discussion of the different content areas and approaches associated with citizenship education is presented in chapter 3. State mandates and the place of citizenship education in the elementary, junior high, and high school curricula are outlined in chapter 4. Methods of providing hands-on experience to students through youth participation programs are outlined in chapter 5. The concluding chapter discusses ways to use the bicentennial celebration to revitalize citizenship education. A five-page list of references is provided, and the book concludes with 21 recommendations for strengthening civic education. (SM)

ED 292 715 SO 018 716
Parker, Franklin
Textbook Censorship and the Religious Right: Rise or Decline?
Pub Date—87
Note—20p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Freedom, *Censorship, Freedom of Information, *Moral Issues, *Religious Conflict, *State Church Separation, *Textbook Content, Textbook Preparation, *Textbook Selection, Textbook Standards
Organization and financing have enabled the religious right to bring their textbook censorship campaign into the U.S. federal court system. Denouncing secular humanism, these groups have initiated steps to obtain federal funding for private religious schools. Over the last 100 years public school textbooks have been revised to reflect various public criticisms, and this has resulted in changes in the treatment of history, literature, and religion in the classroom. The Scopes Trial of 1925 was one of the many forces that shaped textbook content. The market has responded to pressures from activist groups, and the result has been the production of textbooks for public schools that are written and designed to comply with perceived areas of future controversy. To prepare for censorship conflicts parents, educators, and legislators need to study the published procedures for textbook selection, course content design, and the establishment of educational goals. (NL)

ED 292 716 SO 018 748
Sapp, Gary L. Skelton, Sarah C.
Determining Accuracy of Cultural Perceptions of Oriental Cultures.
Pub Date—13 Nov 87
Note—24p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Memphis, TN, November 13, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Asian History, Cultural Awareness, Cultural Influences, Educational Research, Foreign Countries, Global Approach, Grade 6, Intermediate Grades, *International Education, *Multicultural Education, *Social Studies, *Textbook Evaluation, *Textbook Research
Identifiers—*Asia, *Oriental Culture
Do social studies textbooks used in U.S. schools provide an unbiased view of other cultures? This research study analyzes five social studies textbook series and 26 children's literature books used as supplementary materials for teaching about Oriental cultures. The instrument used was the Evaluation Coefficient Analysis (ECA) with the focus on value judgements used to describe Oriental cultures in the materials examined in the study. The criteria used were that the textbooks should be for the sixth grade level and that the children's literature should be used as supplementary materials. The results showed that of 94 textbook terms which were rated, 60 percent were viewed as favorable, 36 percent unfavorable, and 4 percent neutral. In the children's literature, 70 percent of the 17 terms evaluated were favorable and 30 percent were unfavorable, with 1 percent neutral. The findings suggested that selected social studies textbooks do not provide a negative stereotypical representation of Oriental cultures as indicated by a favorable rating on the ECA. Charts, tables, and a 26-item bibliography are appended. (NL)

ED 292 717 SO 018 762
Ascher, Abraham, Ed.
Studying Russian and Soviet History.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Report No.—ISBN-0-89994-317-9
Pub Date—87
Note—120p.; Originally presented at summer institutes for teachers.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Classroom - Teacher (052) — Historical Materials (060)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Area Studies, *Foreign Countries, *History, *History Instruction, Secondary Education, Social Studies, World History
Identifiers—Historical Background, Historical Bibliography, Russia, Russian History, *Russian Studies, *Soviet Studies, USSR
These essays were written to assist teachers in the task of making Russian history intelligible to young U.S. students. In "An Approach to Russian History," Edward Keenan proposes that students need to gain a better understanding of how Russians perceive themselves and their history. In "Pre-Petrine Russia," Andrzej S. Kaminski focuses on the origins of the state, problems of the steppe, autocracy, structure of society, church, and the multinational character of the state. Marc Raeff describes developments during the 18th century in "Russia From 1689 to 1825/55." Richard Wortman discusses how the political, social, and cultural settings defined the way in which ideas were understood and used in "Russian Intellectual History to 1917: An Introduction." Abraham Ascher delineates the fundamental economic, political, and social changes that took place in "Revolutionary Russia, 1861-1921." Robert C. Tucker's aim is to put the Soviet Union's history into a Russian perspective in the essay, "Soviet Russia under Lenin and Stalin: 1921-1953." Vojtech Mastny discusses "The Soviet Union since 1953." The scholars also include bibliographic essays to help teachers locate materials that are usable in teaching Russian history. An eight-page index is provided. (SM)

ED 292 718 SO 018 763
Lee, Yong-sook, Ed. And Others
Teaching about Korea: Elementary and Secondary Activities.
Korean Educational Development Inst., Seoul.; Social Science Education Consortium, Inc., Boulder, Colo.
Report No.—ISBN-0-89994-309-8
Pub Date—86
Note—196p.; Photographs may not reproduce clearly.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Cultural Awareness, Educational Resources, Elementary Secondary Education, Foreign Countries, Instructional Materials, International Education, *Korean Culture, Learning Activities, Social Studies, Teaching Methods
Identifiers—*Korea

The classroom activities in this book focus on teaching about Korean culture and society within the context of larger social science units. Also, some of the lessons may be taught within the context of the humanities and fine arts. An historical overview and a list of suggestions for working with small groups introduces the 18 lessons. The format for the lessons includes: (1) the introduction of the activity; (2) objectives; (3) the grade level; (4) teaching time; (5) materials; (6) teaching procedures; (7) teacher background notes; (8) student handouts; and (9) follow-up activities. The focus of the study of Korea is set by activity 1 which is a discussion of the 1988 Summer Olympic Games in Seoul. Nations throughout the world that will be participating in the Olympics are identified. Activities 2 and 3 illustrate Korea's status in the world and discuss important historical figures. Activities 4 through 15 provide an overview of Korean culture and life thorugh discussions of: (1) the Confucian ethic; (2) Korean homes; (3) Korean foods; (4) Korean family celebrations and holidays; (5) Buddhism; (6) the Korean alphabet; (7) Korean proverbs; (8) Korean folklore and poetry; and (9) Korean games and kites. Activities 16 and 17 emphasize Korean economic development and Korean trade. The concluding activity is a community study of Koreans in the United States. A list of additional resources for teaching about Korea is provided. (SM)

ED 292 719 SO 018 769
Jimenez Espinoza, Jorge
La Red Regional Repiad: Una Estrategia Innovadora para la Capacitacion de Administradores Educacionales (The Regional Network Repiad: An Innovative Strategy for the Training and Preparation of Educational Administrators).
Concepcion Univ. (Chile).; United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—Oct 86
Note—124p.
Language—Spanish
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrators, *Agency Cooperation, *Educational Development, Educational Innovation, Educational Planning, Educational Research, Foreign Countries, Global Approach, *Inservice Education, International Education, *Professional Education, Program Development, Questionnaires, Research and Development Centers, Shared Resources and Services
Identifiers—*Latin America

This document presents an overview, analysis, and historical assessment of the Major Project for Education in Latin America and the Caribbean. Conferences, regional meetings, and outcomes from the inception of the project in 1979 are described. This project stresses the establishment of a regional network for exchange of information, experiences, and cooperation between institutions and national education projects. The problems of global administration in Latin America, planning training programs for administrators and defining their role, and the role of the regional network are included, along with the research and innovation in planning and administration for basic education and literacy. Appendix 1 includes the technical and research support that is available from member institutions in 15 countries. Appendix 2 includes a design for program evaluation of planning and administration of literacy and basic education programs. Appendix 3 describes an independent study program for administrators that includes program design, instructional systems, questionnaires, methodology, inservice training, staffing, and operations. Appendix 4 includes descriptions of experiences from various institutions in eight countries affiliated under the main project. Additional conference information is offered in Appendixes 5 to 7, including the report of a working group of the technical meeting held in Bogota, Colombia, December 2-6, 1985. (NL)

ED 292 720 SO 018 847
Hansel, Bettina
Literature Review: Studies of the Impact of a Travel-Abroad Experience. Research Report #28.
AFS International/Intercultural Programs, Inc., New York, NY. Research Dept.
Pub Date—Dec 84
Note—15p.
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, Evaluation Problems, Global Approach, Intercultural Communication, *International Educational Exchange, Literature Reviews, Multicultural Education, Orientation, Program Effectiveness, Questionnaires, Secondary Education, *Student Attitudes, Student Exchange Programs

More than 8,000 secondary school students participated in the AFS International exchange programs in 1983, and this document examines some of the research that investigates the impact of travel abroad and intercultural experiences on personality development. Cigdem Kagitcibasi, in a study of the effects of a 10-month program on student participants from Turkey, found that world-mindedness among the students increased and that authoritarianism and religiosity decreased. Robert A. C. Stewart examined the changes in values between New Zealand students who went abroad and their best friends. A survey of more than 200 former participants found that the AFS-sponsored students not only showed a greater decrease in ethnocentrism than their friends but that they also became more conservative. Norman L. Kauffman, in his study of the Goshen College (Indiana) Trimester Program on the personality development of student participants, found greater change than in other college students in: (1) a changed world view; (2) increased interest in the welfare of others; and (3) greater intrapersonal development. The conclusions were that those students who travel abroad were likely to alter their views regarding the host country. The factors that contributed to a significant difference were length of stay, age, and the sex of the participant. Additional research dealt with such topics as educational impact, attitude change, and the effect of travel on tourists. Thirty end notes are included. (NL)

ED 292 721 SO 018 849
Noesjirwan, Jennifer
Determining the Worth of an Orientation: Findings from AFS/Australia. Research Report 31.
AFS International/Intercultural Programs, Inc., New York, NY. Research Dept.
Pub Date—Dec 85
Note—52p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cultural Awareness, Cultural Differences, Evaluation Methods, Evaluation Problems, Field Studies, *International Educational Exchange, Multicultural Education, Naturalistic Observation, *Orientation, *Program Effectiveness, Qualitative Research
Identifiers—*Australia

This document reports an evaluation of the orientation program in Australia for hosted Year Program students. Qualitative and quantitative data were used in the evaluation. The techniques included on-site observation of the orientation and interviews with 141 participants and 23 staff members from 12 countries. Although no written goals were stated for the program, several goals emerged from evaluator interviews including: (1) breathing space; (2) language learning; and (3) specific cultural learning. The orientation program included skits, workshops, language practice, field trips, information sessions, and an international dinner. A pre-departure orientation was conducted for students returning home and an evaluation questionnaire listing 10 goals to be rated was administered. Three of the goals were rated highly necessary for future programs. They included: (1) specific cultural learning; (2) strategies for coping and developing realistic expectations; and (3) the formation of international friendships. The results showed that the major problem for the students was their relationships with the host family. Fifty percent of the students rated the year as happy and productive; 40 percent had some difficulties but still had a productive year, and 10 percent had a continuously difficult and unhappy year. The departing orientation was perceived as useful for sharing mutual experiences for coping with problems and for renewing friendships with other students. The report concluded that the orientation camp does achieve some of the purposes expected of it by each of the groups. Two afterwords are presented: (1) "Australia's Orientation and the Montreal Recommendations" (Mary Ann Zaremba); and (2) "How National Units Can Make Use of This Report" (Neal Grove). (NL)

ED 292 722 SO 018 875
The Constitution in Other Lands.
Constitutional Rights Foundation, Los Angeles, Calif.
Pub Date—87
Note—10p.
Available from—Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005.
Journal Cit—Bill of Rights in Action; v3 n4 Spr 1987
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian History, *Constitutional Law, Democracy, *Elections, *Foreign Countries, *Governmental Structure, International Relations, Korean Culture, Multicultural Education, *Political Attitudes, Secondary Education, Self Determination, Social Studies, World Affairs
Identifiers—*Constitutions, Japan, Philippines, South Korea

Designed for classroom teaching, this document contains articles on the new constitutions of Japan, South Korea, and the Philippine Islands which were modeled in part on the U.S. Constitution. These countries' experiences with constitutional government are examined, and whether or not the U.S. Constitution can be a suitable model for other countries with different cultures, histories, and political traditions is explored. After World War II ended, the United States had a series of decisions to make regarding a new Japanese government. General Douglas MacArthur asked the Japanese to write a new constitution and when it was not forthcoming, had a team of military officers on his staff trained in law and government prepare it. The result was the establishment of a successful democracy in Japan. South Korea has a constitutional government modeled on western democratic values but has not had peaceful and democratic elections since its adoption in 1948. Between 1972 and 1982 the Philippines was under martial law and only recently has adopted a new constitution. A proposed classroom activity follows each of the articles with suggestions for discussion, writing, group activities, and presentations. Articles and activities are designed to introduce students to U.S. relations with the three nations in a modern historical context. (NL)

ED 292 723 SO 018 887
The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin #13.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—Aug 87
Note—99p.
Available from—United Nations Educational, Scientific, and Cultural Organization, Regional Office for Education in Latin America and the Caribbean, Enrique Delpiano 2058 (Plaza P. de Valdivia), Casilla 3187, Santiago de Chile.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Disadvantaged Schools, Disadvantaged Youth, Early Childhood Education, *Educational Development, *Educationally Disadvantaged, *Educational Planning, Educational Sociology, Evaluation Criteria, Foreign Countries, Multicultural Education, *Program Effectiveness, *Special Education
Identifiers—*Caribbean, *Latin America

This document addresses several of the problems of educational planning in Latin America. Emilia Ferreiro, in "Alternatives to Understanding Illiteracy in the Region," suggests that illiteracy in this region is preventing the attainment of democracy. As social inequality increases, so does the percentage of illiterate adults. Revolutionary social change has been effective in bringing literacy to some developing countries where literacy is related to the demand for political participation. The problems of education are compounded by poverty, bilingual-

ism, malnutrition, and an inefficient, ineffective educational system. In "Early or Nursery Education," M. Victoria Peralta Espinoza offers a range of teaching strategies and suggests that the realization that nursery school education is a complex activity permits a more effective response to needs. Comparative models of types of nursery curricula are included, along with a questionnaire of an evaluation project. Johanna Philp discusses evaluation in "Evaluation of Educational Projects in Latin America," using as a case study the "Fe y Alegria" ("Faith and Happiness") Integral Popular Education Movement. E. M. Houston in "Learning Problems in Children 6-15 Years," found that special education services in the region are limited. Background information about mildly handicapped children and guidelines for screening and managing these children are offered, along with an evaluation of a school project, entitled "The Case of Fe and Alegria" (The Case of Faith and Happiness). (NL)

ED 292 724 SO 018 895
Weiner, Gaby
Equal Opportunities for Girls: The Role of the Primary School. Report of the European Teachers' Seminar (36th, Donaueschingen, Federal Republic of Germany, June 22-27, 1987).
Council for Cultural Cooperation, Strasbourg (France).
Report No.—DEC/EGT-87-37-E
Pub Date—29 Sep 87
Note—60p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Opportunities, Equal Education, *Females, Foreign Countries, Nondiscriminatory Education, *Primary Education, Sex Fairness
Identifiers—England, Europe (West), Iceland, Ontario, Portugal, Sweden
Speeches and small group working sessions were the major components of this sex equity seminar. Speeches given by Annika Thelin (Sweden) and Gaby Weiner (United Kingdom) presented an historical and analytical approach to equal opportunities, focusing on the often slow progress towards sex equality in the education of children in Sweden and the United Kingdom. Sigridur Jonsdottir (Iceland) and Carole Bennett (Ontario) showed what could be achieved at the practitioner level in relation to curriculum and classroom activities and textbook reform. Isabel Romao (Portugal) concentrated on the types of changes being made in a country newly concerned with gender equality. The 30 educators at the seminar formed three working groups whose main tasks were to devise an equal opportunity policy for a primary school somewhere in Europe. Each group was to attend sessions concerning: (1) the main issues in equal opportunity for girls; (2) school organization; (3) parents and community; (4) curriculum; (5) pupils and teachers; and (6) framing a whole school policy. Each of the groups presented the results of its discussions to the seminar. Appendices include: (1) a list of participants; (2) "Primary Education: Reference and Resource List"; (3) a report on the status of Portugese women; (4) double standards in classroom practices; (5) a report by the Ontario (Canada) Ministry of Education; and (6) examples of school policies on sex equality. (SM)

ED 292 725 SO 018 899
Turner, Mary Jane and Others
Studying the Constitution: Capitalizing on Two Bicentennials.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Nov 87
Note—10p.; Excerpted from "Education on the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bicentennial and Beyond," by John J. Patrick and others (see ED 278 598).
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.25).
Journal Cit—Curriculum Report; v17 n2 Nov 1987
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Citizenship Education, *Constitutional History, Course Content, Curriculum Development, Elementary Secondary Education, Instructional Materials, *Social Studies, Textbook Content
Identifiers—*Bicentennial, Bill of Rights, *United States Constitution
This report addresses the long-term educational responsibility of helping young people become more knowledgeable about the meaning and values of the U.S. Constitution in their personal and civic life. The Bicentennial of the U.S. Constitution and the upcoming Bicentennial of the U.S. Bill of Rights in 1991 present the opportunity to refocus citizenship education on the U.S. Constitution and Bill of Rights. The National Education Association's 1918 report separated education for good citizenship from teaching about the Constitution in the social studies curriculum. By the 1960s and 1970s, the study of constitutional government had to compete for attention in the social studies curriculum with an increasingly diverse set of topics. The result of this diminution of interest in the Constitution was also apparent in examination of social studies textbooks. The Bicentennial celebration has stimulated the production of materials by established national organizations for the study of the Constitution, and these resources can be used to revitalize instruction about the U.S. Constitution. A review of materials from several of these organizations is provided. (SM)

ED 292 726 SO 019 008
Nwakeze, Peter C.
Female Labor Force Participation and Fertility in Nigeria.
Pub Date—87
Note—14p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Birth Rate, Demography, Developing Nations, Employed Parents, *Employed Women, Females, Foreign Countries, *Labor Force, *Population Education, Social Science Research, Womens Studies
Identifiers—*Fertility, *Nigeria
The two major objectives of this study are: (1) to identify the crucial factors affecting fertility behavior among working and non-working women in Nigeria; and (2) to examine the extent to which the "role incompatibility" and "opportunity cost" hypotheses of fertility behavior are supported by empirical facts in Nigeria. Two major orientations have guided studies in fertility behavior among working women. One is sociological, the other economic. The sociological hypothesis maintains that the more incompatible the role of mother and worker are, the more negative the relationship between employment and fertility. The economic hypothesis argues that an increase in labor force participation increases the opportunity cost of children, resulting in fertility reduction. However, research findings from the Nigeria Fertility Survey 1981-82 showed that the relationship between work and fertility is not consistent with the role incompatibility and opportunity cost hypotheses. Women who had worked before and since marriage had the highest fertility rate, followed by women who worked since but not before marriage. Research findings indicate a need for a sound model specification to guide further research. An adequate model for the understanding of fertility-employment relationship must place the impact of culture at the center of analysis. Inconsistent findings with regard to the relationship between fertility and female labor force participation leaves policymakers without an adequate theoretical framework to guide policy action aimed at fertility reduction. A substantial decline in fertility could be attained under a number of conditions affecting the ideal and structural realms of the society. (SM)

ED 292 727 SO 019 009
Fenton, Thomas P., Ed. Heffron, Mary J., Ed.
Resources on South Africa. Part 1.
Third World Resources, Oakland, CA.
Pub Date—87
Note—6p.
Available from—Third World Resources, 464 19th St., Oakland, CA 94612.
Journal Cit—Third World Resources; v3 n4 insert Win 1987
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Books, Developing Nations, *Educational Resources, Elementary Secondary Education, Foreign Countries, *Information Sources, Organizations (Groups), Reference Materials, Resource Materials, Social Studies
Identifiers—South Africa
A comprehensive guide to materials about the nation of South Africa for teachers wishing to study that area of the world is given. Part 1 of the guide provides a listing of organizations and books. Over 40 organizations involved in and concerned with issues about South Africa are provided in this section. Each listing provides the name of the organization, the address, and the telephone number. Seventy books about South Africa, its land and its people, are listed alphabetically. Each listing includes the book's name, publisher, date of publication, number of pages, and price. Listings for reference books and study/action guides are also presented. (SM)

ED 292 728 SO 019 017
Becker, James
Global Resources: Teaching about Global Education.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Dec 87
Contract—400-86-0020
Note—29p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Smith Research Center, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, *Educational Resources, Elementary Secondary Education, *Global Approach, Information Sources, International Education, Periodicals, Social Studies
This resource packet was designed to help the classroom teacher with teaching about global education. The packet encompasses resources from professional organizations, documents from the Educational Resources Information Center's (ERIC) Resources in Education (RIE), journal articles from ERIC's Current Index of Journals in Education (CIJE), commercial materials, and audiovisual materials. Professional organizations involved in the enterprise of global education are listed, along with programs and projects they have sponsored and their addresses. A comprehensive listing of documents that have been entered into the ERIC system is presented, accompanied by each document's abstract and ordering information. Documents range from information on developing a global perspective in the social studies program to global education activities. Articles from CIJE are listed, along with their annotations and ordering information. Available commercial materials are summarized, accompanied by the publisher name, address, and price. Audiovisual materials, appropriate to the study of global education, are featured along with their publishers and addresses. (SM)

ED 292 729 SO 019 024
Educator's Guide to Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—88
Note—10p.; For other units in this series, see SO 019 025-032. Illustrations may not reproduce clearly.
Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Economics, Instructional Materials, *Primary Sources, Secondary Education, Social Studies, Teaching Guides, *United States History
Identifiers—National History Day
This teaching guide was designed to implement eight teaching units based on specific events or periods in history. The learning packet was developed to give educators and students a view of the parallel growth of our country and its business and industry. The guide presents: (1) an overview of each of the teaching units; (2) guidelines for using the primary source materials; (3) a discussion on using each unit to teach economic concepts as a key to historical events; (4) a discussion on expanding the perspectives concept; and (5) information on National History Day 1988 and developing National History Day projects. Each of the units was developed by social studies educators and field tested by: (1) quantitative testing; (2) qualitative analysis; and (3)

review by professional educators. The document concludes with a list of resources for locating primary source documents. (SM)

ED 292 730 SO 019 025
The Great Depression. Coping with an Economic Disaster. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—23p.; For other units in this series, see SO 019 024-032.
Available from—Proctor and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Business Cycles, *Economic Change, Economic Climate, *Economics, Secondary Education, Simulation, Social Studies, *United States History, Units of Study
Identifiers—*Depression (Economic 1929)
This teaching unit, one of a series of eight, contains an overview, objectives, suggested teaching procedures, and expanded activities. In the three learning activities provided, students are presented with real situations that businesses faced during the Depression. They are asked to make decisions for each situation based on three different options. Possible outcomes for each of the options are then discussed. Each of the situations is supported by facsimiles of original documents of the period as well as period photographs. Situation 1 presents students with the dilemma of companies trying to save their businesses during the Depression. In situation 2, a company is faced with the problem of whether or not to lower prices in order to outsell its competitors. Students are given three different options. In situation 3, a business is faced with President Hoover's appeal for a shorter work week and sharing the work that is available. (SM)

ED 292 731 SO 019 026
World War I. The Home Front: How a U.S. Corporation an Economic Disaster. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—20p.; For other units in this series, see SO 019 024-032. Illustrations may not reproduce clearly.
Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, *Economics, *Primary Sources, Secondary Education, Social Studies, *United States History, Units of Study
Identifiers—*World War I
This teaching unit, one of a series of eight, describes home front activities from the perspective of one business and can be used to supplement class discussion of World War I. It can be used in one or two class periods of U.S. history, world history, sociology, economics, or business. The unit consists of a teacher's folder with accompanying student materials that can be duplicated and distributed. Materials from the Procter and Gamble Archives are used to implement activities. This unit sets the scene for classroom discussion of home front activities, specifically those of the business community. The activities define the wartime situation and present actions taken by businesses to carry out their responsibilities. The unit focuses on the home front activities of Procter and Gamble during the war. An overview, objectives, teaching procedures, class activities, student handouts, vocabulary lists, and ways to use economic concepts to understand historical developments are provided. The unit is illustrated with contemporary photographs. (SM)

ED 292 732 SO 019 027
World War II: A War on All Fronts. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—25p.; For other units in this series, see SO 019 024-032. Illustrations may not reproduce clearly.
Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, *Economics, Instructional Materials, Primary Sources, Secondary Education, Social Studies, *United States History, Units of Study
Identifiers—*World War II
This teaching unit, one of a series of eight, reviews business's overall response to World War II, and specifically one company's involvement in the nationwide call to mobilize. Learning activities consist of class discussion and small group participation focusing on activities undertaken by businesses on behalf of U.S. war efforts. Materials from the Procter and Gamble Archives and other primary source documents are used. The unit includes an overview describing specific situations during World War II, objectives, suggested teaching procedures, class activities, vocabulary, student handouts, and suggested ways to use economic concepts to explain history. (SM)

ED 292 733 SO 019 028
The Civil War: Its Impact on a Border Community. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—29p.; For other units in this series, see SO 019 024-032. Illustrations may not reproduce clearly.
Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Civil War (United States), *Economics, History, *Primary Sources, Secondary Education, Social Studies, *United States History, Units of Study, *War
Identifiers—Ohio (Cincinnati)
This teaching unit, one of a series of eight, provides a view of the impact of war on everyday life and commerce during the Civil War. The unit will supplement teaching the Civil War in U.S. history, economics, or business classes. The unit includes an overview, objectives, class activities, vocabulary, student handouts, and ways to use economic concepts to explain historical developments. Students are divided into groups to conduct historical research on businesses that were Army suppliers using original documents. Following the research, students use the information to simulate the creation of a company. (SM)

ED 292 734 SO 019 029
Reflections of History. Customs, Styles, Language and Interests as Seen through the Advertisements of Five Periods between the 1890's and the 1950's. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—28p.; For other units in this series, see SO 019 024-032. Illustrations may not reproduce clearly.
Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, *Economics, *Primary Sources, Secondary Education, Social Studies, *United States History, Units of Study
Identifiers—*Advertisements
This unit of study, one of a series of eight, provides a method for students to study U.S. history through reviewing the advertising of specific periods to learn about customers, styles, language, and interests of specific eras. The advertising of the past chronicles everyday people and everyday life. Advertising is used to examine five periods in U.S. history: the 1890s, 1910-1920, the 1920s, 1941-1945, and the early 1950s. The material can be used as a separate unit or as lead-in activities to study each period in U.S. history. The unit relies on material from the Procter and Gamble Archives and other primary source documents, especially advertisements from each of the periods reviewed. An overview of the historical periods, objectives, teaching procedures, vocabulary lists, student handouts, and ways to use economic concepts to understand historical development are presented. (SM)

ED 292 735 SO 019 030
From Cottages to Corporations: A Case Study in American History. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—21p.; For other units in this series, see SO 019 024-032. Illustrations may not reproduce clearly.
Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Economics, *Industrialization, Industry, *Primary Sources, Secondary Education, Social Studies, *United States History, Units of Study
Identifiers—Historical Influences
This study unit, one in a series of eight, gives students examples of: (1) how a major business began in the mid-nineteenth century; (2) why and how individuals joined in financing and sharing in the growth of such a firm; and (3) how trademarks and brand names were adopted as a symbol that a firm stood behind and took pride in its goods and services. The unit contains an overview, objectives, learning activities, student handouts, vocabulary, and ways to use economic concepts to understand historical development. Original source documents, photographs, and materials from the Procter and Gamble Archive are used. (SM)

ED 292 736 SO 019 031
International Operations: New Markets Abroad. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—33p.; For other units in this series, see SO 019 024-032. Illustrations may not reproduce clearly.
Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, *Economics, *International Education, International Trade, Marketing, *Primary Sources, Resource Materials, Role Playing, Secondary Education, Social Studies, *United States History, Units of Study
Identifiers—Canada, Germany, Mexico, Philippines, Saudi Arabia, South America, United Kingdom
During the post-war period of the 1940s and early 1950s, there was a surge in consumer demand for goods and services in the United States and throughout the world. As a result, an evolution of U.S. companies into international corporations occurred. This teaching unit, one in a series of eight, reviews the international operations of the Procter and Gamble Company. The materials used in the unit are taken from Procter and Gamble employee publications (secondary sources) and speeches by executives (primary sources) who have worked overseas. The unit focuses on international operations in Canada, the United Kingdom, Germany, the Philippines, Saudi Arabia, Mexico, and South America. Background material for each of the countries is provided. Learning activities include role playing, during which students assume the role of managers in the overseas branches. The unit also includes objectives, student handouts, vocabulary lessons, teaching procedures, and methods of using concepts to understand historical development. (SM)

ED 292 737 SO 019 032
Coping with Growth: Industry in the Late 1800's, The Human Factor. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—85
Note—25p.; For other units in this series, see SO 019 024-031.

Available from—Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, *Economics, Instructional Materials, *Labor Relations, Primary Sources, Secondary Education, Social Studies, *United States History, Units of Study
As industry developed during the late 1800s, factories increased in size, and a gap developed between owners and employees. This teaching unit, one in a series of eight, examines the situation of one company in which an innovative business leader sensed the need to bridge the gap between owners and employees. One method of accomplishing this was to implement a profit sharing plan. Role playing is utilized and materials from the Procter and Gamble Archives are used. The unit includes an overview, objectives, vocabulary lessons, student handouts, class activities, and ways to use economic concepts to understand historical developments. (SM)

ED 292 738 SO 019 033
Hoffman, Alice M.
Sing A Song of Unsung Heroes and Heroines: Stories and Songs of Pennsylvania Labor Pioneers.
Pennsylvania State Univ., University Park. Dept. of Labor Studies.
Pub Date—86
Note—77p.; Photographs may not reproduce clearly.
Available from—Department of Labor Studies, The Pennsylvania State University, 901 Liberal Arts Tower, University Park, PA 16802 ($5.00; accompanying cassette tape $10.00; add 15% for shipping and handling).
Pub Type— Historical Materials (060) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Economics, Elementary Secondary Education, Humanities, Labor Conditions, *Laborers, Labor Legislation, Labor Relations, Music Education, Social Studies, *Songs, State History, *United States History
Identifiers—*Pennsylvania
This booklet presents a method of teaching the history of labor unions in a creative and interesting manner. The labor pioneers presented in this booklet have been chosen with the thought that they would provide inspiration for young people who are studying the 300 years or more of Pennsylvania history. These laborers, who came from the ranks of the working people of Pennsylvania, organized and planned to provide for more dignity and more opportunity for working people. The format of each chapter is as follows: (1) a song, which could have been sung by the individuals featured in the chapter; (2) a story based on the life of the featured hero or heroine and a brief historical background of the period; and (3) discussion questions, activities, and sources. A cassette tape entitled "Sing a Song..." has been produced for use with this booklet. Labor pioneers featured include: (1) William Heighton; (2) William Sylvis; (3) John Siney; (4) Terrence Powderly; (5) Mary Hanaflin; (6) Mary Sterling; (7) Mother Jones; (8) William B. Wilson; (9) Benjamin Harrison Fletcher; (10) James Jones; (11) John Chorey; and (12) Mary Callahan. A glossary and teacher's notes follow the last chapter. (SM)

ED 292 739 SO 019 038
Crews, Kimberly A.
Demographic Illiteracy.
Population Reference Bureau, Inc., Washington, D.C.
Pub Date—Feb 88
Note—6p.
Journal Cit—Population Education Interchange; v17 n1 Feb 1988
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demography, Elementary Secondary Education, *Illiteracy, Population Education, *Population Growth, Social Science Research, Social Studies, Test Interpretation, Test Items, Test Results
Identifiers—*Population Information, Second International Science Study
Knowledge of the nature of human population growth is necessary to understand the world as well as to manage population-related problems in health, education, and environmental protection. The Second International Science Study asked U.S. students to select the graph that best portrayed the nature of population increases in the past 1,000 years. The results showed that the majority of students tested did not know the history of world population growth and failed to understand its fundamental concepts. The tests were administered to over 20,000 students in more than 1,000 schools during the spring of 1983. The percentage of students who answered the question correctly were: (1) 12th graders studying physics; (44 percent); (2) 12th graders studying advanced biology; (25 percent); (3) 12th graders studying no science; (24 percent); (4) 10th graders studying biology; (18 percent); (5) 9th graders; (16 percent); (6) 5th graders; (10 percent). Selecting the correct answer indicated that students knew that human population grew very slowly until the 18th century and grew more rapidly thereafter. It also indicated students may have had the knowledge that populations increased geometrically as indicated by the "J" shape of the curve on the graph. The answer that students chose most often indicated that students did not know the historical trend of world population and that they believed populations increased arithmetically as indicated by the diagonal line on the graph. When U.S. students complete elementary and secondary school, they should have some understanding of the nature of population growth. The document also includes resources for materials on population information. (SM)

ED 292 740 SO 019 040
Patrick, John J.
Teaching the Federalist Papers. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDO-SO-88-2
Pub Date—Feb 88
Contract—R188O-62-009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, *Constitutional History, Information Sources, Secondary Education, Social Studies, Teaching Methods, *United States Government (Course), *United States History
Identifiers—ERIC Digests, *Federalist Papers, *United States Constitution
This digest discusses: (1) the main ideas contained in "The Federalist Papers"; (2) reasons for teaching "The Federalist Papers" in secondary schools; and (3) how to teach ideas of "The Federalist Papers." The authors of "The Federalist" held varying ideas about government, but strongly agreed on the fundamental ideas of republicanism, federalism, separation of powers, and free government. Ideas of "The Federalist" are essential elements of education for citizenship in the U.S. constitutional democracy, and they are keys to understanding how U.S. government works. Ideas of "The Federalist Papers" are congruent with the content of standard secondary social studies courses and can be infused into those courses. They can be used to teach core concepts of U.S. constitutional government, and excerpts from selected essays can be utilized to explicate these civic concepts. Ideas of "The Federalist" can be used to encourage deliberation, reflection, and rational decision-making. Teachers can abbreviate, annotate, and otherwise edit selections from the documents to aid comprehension and interpretation of main ideas by students. References and ERIC resources are given. (SM)

ED 292 741 SO 019 041
Taylor, Robert M., Jr., Ed.
The Northwest Ordinance, 1787: A Bicentennial Handbook.
Indiana Historical Bureau, Indianapolis.
Report No.—ISBN-0-87195-008-1
Pub Date—87
Note—173p.
Available from—Indiana Historical Society, 315 West Ohio Street, Indianapolis, IN 46202 ($6.50).
Pub Type— Books (010) — Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Primary Sources, Secondary Education, Social Studies, *United States History
Identifiers—Illinois, Indiana, Michigan, *Northwest Ordinance 1787, Ohio, Wisconsin
The essays and annotations in this publication provide an opportunity for citizens and students to consider not only the history of the Northwest Ordinance but also basic and enduring issues in U.S. political life. The book is divided into three main parts. The first part provides a background to the Ordinance and its passage by the Confederation Congress. In the lead essay, Andrew Cayton discusses the Ordinance from the perspective of the Indians, Anglo-Americans, and French, who lived on the frontier. In an accompanying essay Robert M. Taylor, Jr. introduces the relatively unknown men who voted on the Ordinance legislation in the Confederation Congress. The second part of the book comprises commentaries on specific sections and articles of the Ordinance itself. In the third part of the book Patrick Furlong discusses the transformation of a paper plan into a functioning government. He details the resulting problems and delays, the strife among officials, the divisions of the territory, and the quests for statehood. This volume also includes a chronology of events, a 66-item selected bibliography, illustrations, and a series of maps, all related to the Northwest Ordinance and the Northwest Territory. (SM)

ED 292 742 SO 019 042
Social Studies Program, Grade 2. 1987 Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
Pub Date—87
Note—201p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Citizenship Education, Classroom Environment, Course Content, *Grade 2, Learning Activities, Primary Education, Resource Materials, Skills, *Social Studies, State Curriculum Guides
Identifiers—Conceptual Approach, New York
This curriculum guide is structured around 10 key concepts of the K-6 social studies program including change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. The guide is divided into two sections. Section 1, the teachers's notebook, encompasses: (1) the concept goals of the elementary program; (2) the integration of the skill goals throughout the program; (3) the development of citizenship competency; (4) development of participation projects; and (5) the creation of a positive classroom environment. Section 2, the syllabus, comprises: (1) the grade level overview; (2) K-6 program generalizations; (3) the syllabus symbol key; and (4) explanation of the format. The student explores rural, urban, and suburban communities with the focus on U.S. communities. Communities are studied from the social/cultural, political, economic, geographic, and historic perspectives. Concepts, content understandings, and activities stress the child's role as a social being and self-directed learner. The format of the syllabus is: (1) concepts; (2) content understanding; (3) possible activities; (4) skills/attitudes; (5) student evaluation; and (6) resources. A discussion of methods of integrating handicapped students into the instructional program is appended. (SM)

ED 292 743 SO 019 043
Larson, Joanne And Others
Social Studies Program, Grade 6. 1987 Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
Pub Date—87
Note—223p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Citizenship Education, Classroom Environment, Course Content, *Grade 6, Intermediate Grades, Learning Activities, Resource Materials, Skills, *Social Studies, State Curriculum Guides, Student Evaluation
Identifiers—Conceptual Approach, New York
This sixth grade program is designed to bring students to a fuller realization of their relationship with other members of different world communities. Skills, concepts, and content form the curriculum

model for this social studies program. The course content is derived from history, geography, economics, politics, and society. The skills developed are gathering information, using information, presenting information, participating in interpersonal and group relations, and self-management. The key concepts are change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. The guide is divided into two sections. Section 1, the teachers' notebook: (1) defines the concept goals of the elementary program; (2) defines the skill goals of the elementary program; (3) includes forms for student evaluation; (4) provides guidelines for linking literature to social studies; (5) identifies competencies for developing citizenship; (6) describes participation projects; and (7) delineates ways to create a positive classroom climate. Section 2 of the guide is the syllabus, which contains: (1) the grade level overview; (2) K-6 program generalizations; (3) the syllabus symbol key; and (4) explanation of the format. The format of the syllabus includes: (1) concepts; (2) content understandings; (3) possible activities; (4) possible skills/attitudes; (5) evaluation; and (6) resources. (SM)

ED 292 744 SO 019 050
Hunt, Jill W.
Visual Literacy: Art as a Basic in the Elementary School Curriculum. An Annotated Bibliography.
Pub Date—Nov 87
Note—69p.; Exit Project, Indiana University at South Bend.
Pub Type— Reference Materials - Bibliographies (131) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *Art Education, Curriculum Development, Elementary Education, *Elementary School Curriculum, Literature Reviews, Visual Arts, *Visual Literacy, Visual Perception
This research indicates that art education can help develop visual perceptual abilities which can be applied to all areas of learning. Skills in visual perception developed through the study of art will help integrate subject areas. The study organized research and information that emphasized the redefinition of art in the elementary school curriculum, connecting art with visual perception and cognition, and stressing art's expanding role in general education. The study includes an annotated bibliography which is divided into four sections. Section 1 includes six annotated books and articles that describe the beginning of perception as vision and indicate the relationship between the senses and visual perception. Section 2 contains 18 books and articles that discuss the connection between perception and cognition and the role of art in cognition. Section 3, containing 8 annotated books and articles, establishes that skills in visual perception can be taught. Section 4 includes annotations of 11 books and articles that examine visual literacy and its connection to the study of art. The research reveals that instruction in visual perception and thinking has increased the performance of children in mathematics and increased intelligence quotient test scores and perceptual discrimination skills. The paper also provides a glossary. (SM)

ED 292 745 SO 019 065
Kelly, Diana K.
The Nineteenth Century Experience of Women College Students: A Profile of the Women and Their Motivations.
Pub Date—9 Dec 87
Note—51p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, Coeducation, *Educational Background, *Educational History, *Educational Opportunities, Equal Education, Higher Education, Social Science Research, *Womens Education, Womens Studies
The early women college students were pioneers. They had a difficult time obtaining an opportunity for a college education, because college was not thought to be necessary for the women of the 19th century. By overcoming many obstacles, these early college graduates were able to reap the rewards of an intellectually stimulating career. This study of women's struggle for equal education: (1) outlines the historical background of women's education in the United States; (2) provides a chronology of educational opportunities; (3) profiles early women college students; (4) delineates the objectives of early women college educators; and (5) discusses the careers of college graduates. Female seminaries were the earliest opportunities for formal education. In 1839, the Georgia Female College opened in Macon, Georgia as the first college for women to award the bachelor's degree. With the opening of this school, opportunities for women continued to grow. The women who were founders of colleges and the professors in early women's colleges provided the necessary role models and encouragement for women college students. Highly motivated pioneer women college students completed their college education and attained greater accomplishments. Today's college educators should know that pioneer college students from different ethnic groups are struggling for a college education and need the same kind of encouragement that early women pioneers had. Four pages of references are included. (SM)

ED 292 746 SO 019 067
White, Charles S.
Guide for Evaluators of Social Studies Courseware. Revised.
Pub Date—13 Feb 87
Note—8p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Courseware, *Evaluation, Evaluation Criteria, *Social Studies
In formulating a practical guide for evaluators of social studies courseware, the fundamental elements of the "Evaluator's Guide to Microcomputer-Based Instructional Packages," (MicroSIFT, 1982) were combined with an abbreviated version of the National Council for the Social Studies (NCSS) adopted curriculum-specific guidelines. The categories used in evaluating courseware include: (1) general quality of content; (2) general instructional quality; (3) general technical quality; (4) social studies knowledge; (5) social studies skill development; and (6) values in social studies. Specific criteria are delineated for each of six categories that teachers need to address in evaluating the courseware. In establishing a rating for a particular evaluative category, instructors should: (1) evaluate the total package; (2) apply the specific criteria within the category to the package; and (3) assign a rating to the category. A sample review outline is provided. (SM)

ED 292 747 SO 019 074
McKernan, Jim, Ed. And Others
Irish Educational Studies, Vol. 6, No. 2, 1986-1987.
Educational Studies Association of Ireland, Dublin.
Pub Date—87
Note—238p.; For Volume 6, No. 1, see SO 018 551. For earlier issues, see ED 235 105, ED 248 187-188, and ED 260 961-962.
Available from—Business Editor, Education Department, University College, Dublin 7, Ireland.
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Anthologies, *Educational History, *Educational Research, Educational Trends, Foreign Countries, Research Projects
Identifiers—*Educational Issues, *Ireland
This document contains 14 papers, written by Irish scholars, that consider educational history, sociology, philosophy, comparisons, curricula, and measurements. Six of the papers address various aspects of the history of education in Ireland. Lorcan Walsh analyzes the theme of nationalism in the Christian Brothers' textbooks, and Aine Hyland describes primary school curriculum changes during the past century. Patrick Callan addresses the transmission of Irish history in education, while Finbarr O'Driscoll explores women's struggles for equality in the Royal University. Archbishop Walsh and the Commission of Manual and Practical Instruction are discussed by Patrick O'Donovan, and Michael Quinlivan considers legislative aspects of compulsory student attendance. Robert Caul provides a sociological case study of union control of education in a Northern Ireland borough. Philosophical considerations of education for work are analyzed by M. C. Geraghty, while Michael O'Donovan examines post-primary education. Ian Wells describes pre-school education in Northern Ireland, and Denis Hainsworth explores Soviet educational theory. Three papers, written by Denis O'Boyle, Seamus McGuinness, and Kay MacKeogh, focus on examination and assessment issues. (JHP)

ED 292 748 SO 019 075
Butler, Dee
The Emergence of Women in West Virginia History: A Title IX Project for Social Studies.
West Virginia State Dept. of Education, Charleston.
Pub Date—87
Note—28p.
Available from—West Virginia Department of Education, Capitol Complex, Building 6, Room 252, Charleston, WV 25302.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Civil Rights, Females, Grade 8, Junior High Schools, Learning Activities, Resource Materials, Social Studies, *State History, United States History, *Womens Studies
Identifiers—Title IX Education Amendments 1972, *West Virginia
This booklet was designed to be used as a supplemental social studies unit and is divided into four sections. Section 1 profiles famous women of West Virginia including Aracoma, Nancy Hanks Lincoln, Mary Harris Jones, Susan Matilda Dew Hoff, Frances Benjamin Johnston, and Nancy Hart Douglas. Section 2, profiles contemporary women in West Virginia including Fannie Cobb Carter, Pearl Sydenstricker Buck Walsh, Mildred Bateman, Phyllis Smith Curtin Cook, Virginia Mae Brown, and Joanne LaCoque Haymes Ireland Pierose. Classroom activities for teaching about these women are outlined in section 3, along with sample tests. Resources for the study of famous women in West Virginia are also presented. Section 4 provides 1980 statistics on women in West Virginia, including female population characteristics, total degrees conferred by West Virginia institutions of higher education, percentage of degrees conferred by area, and annual median income by sex and race. A 14-item bibliography is included. (SM)

ED 292 749 SO 019 087
Hoge, John D. Crump, Claudia
Teaching History in the Elementary School.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Report No.—ISBN-0-941339-05-X
Pub Date—88
Contract—400-86-0020
Note—142p.
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Elementary Education, *Elementary School Curriculum, *History Instruction, Learning Activities, Lesson Plans, *Social Studies, Teaching Methods, United States History
This book explores the issue of what is feasible in teaching history to young children. It advocates more and better teaching of history in the belief that improving history instruction in the elementary school is a fundamental first step toward improving all elementary social studies. Chapter 1 explores the nature of history and reviews important research about the history learning ability of young children. Chapter 2 provides an overview of current practices in the teaching of history and concludes with a review of historical concepts found in current social studies textbooks. Chapters 3 through 8 are lesson plans for kindergarten through grade 6 based on creative ideas and resources for teaching history in the standard curriculum. Each of these chapters comprises: (1) goals for history; (2) ways to improve the existing curriculum with history; and (3) sample lessons with objectives, teaching procedures, and resources. The book concludes with a summarization, a look at the future of history instruction, and recommendations for further research. A bibliography and a selected list of ERIC resources for teaching history are provided. (SM)

ED 292 750 SO 019 200
Levy, Tedd
The Superpowers: Nuclear Weapons and National Security. Teacher's Guide. National Issues Forums in the Classroom.
National Council for the Social Studies, Washington, D.C.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—87

Note—6p.; For related document, see SO 018 600.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disarmament, Instructional Materials, *International Relations, *National Defense, *National Security, *Nuclear Warfare, Resource Materials, Social Studies, World Problems
Identifiers—*Nuclear Weapons, *USSR

This teacher's guide is designed to accompany the National Issues Forums' "The Superpowers: Nuclear Weapons and National Security." Activities and ideas are provided to challenge students to debate and discuss the United States-Soviet related issues of nuclear weapons and national security. The guide is divided into sections that describe: (1) background information; (2) suggestions for introducing the issues; (3) questions for research and review; (4) questions for discussion; (5) key terms; (6) resource people; and (7) resource materials. Four position choices are presented in order to encourage classroom discussion. They state that: (1) the only way to achieve peace is through military strength; (2) United States and Soviet nuclear arsenals must be reduced in order to achieve peace; (3) tensions, not weapons, pose the greatest threat; and (4) the United States must avoid entangling alliances and a global military presence. Information is provided to help explain and develop proponents' viewpoints on each of these positions. (JHP)

SP

ED 292 751 SP 029 062
Provenzo, Eugene F., Jr. And Others
A Comparison of Individual and School Level Approaches to Merit Pay: A Case Study of the Dade County Public Schools.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 87
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change Agents, Elementary Secondary Education, *Master Teachers, *Merit Pay, *Program Attitudes, Program Costs, *Program Effectiveness, *Program Evaluation, *Teacher Evaluation, Teacher Salaries

This policy study discusses two models of merit pay programs enacted in Florida: the Florida Meritorious Teacher Program and the Quality Instruction Incentives Program (QUIIP). Using the Motivation-Hygiene Theory (Herzberg et al.) as a theoretical framework, each program was analyzed from the perspective of how it worked as a motivator and source of satisfaction or dissatisfaction for teachers in their work. Evidence from the research was sufficient to warrant a number of general conclusions about the two programs: (1) business imposed its model of merit pay (the Florida Master Teacher Program) on the educational system; (2) QUIIP was implemented in response to the perceived limitations of the Florida Master Teacher Program; (3) merit pay became a confusing phenomenon for both those experiencing it and evaluating it, with two different programs being imposed on teachers at the same time; (4) the two models of merit pay functioned, in part, in different ways; and (5) merit pay in either the form of school based merit pay or individual level merit pay does not provide a solution to the general problem of low teacher salaries. Policy recommendations are suggested based on these conclusions. (JD)

ED 292 752 SP 029 398
Richardson-Koehler, Virginia Fenstermacher, Gary D.
Graduate Programs of Teacher Education and the Professionalization of Teaching [Revised.]
Pub Date—87
Note—19p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Differentiated Staffs, Educational Change, *Graduate Study, Higher Education, *Organizational Development, *Professional Recognition, Program Length, *Teacher Education Programs, *Teaching (Occupation)
Identifiers—*Holmes Group Report, *Nation Prepared (A)

Some recent education reform proposals call for two essential and interrelated structural changes: changes in the organization of teaching, and a change from undergraduate to graduate degree status for initial teacher preparation. This paper examines these arguments for professionalizing teaching, and raises doubts that the goals set forth in the reports would be realized by the forms of professionalization proposed. The particular forms of the professionalization of teaching proposed in the Carnegie Commission and Holmes Group reports are examined. Questions are raised on the effects these forms might have on schools and their students, and on the possibility of other ways to help teachers become experts without the potentially adverse effects of proposed structural changes in teaching. These questions are answered by examining the key characteristics of the Holmes Group and Carnegie proposals and the grounds upon which they are based. It is suggested that the particular forms of professionalization offered in these reports may neither be desirable nor necessary to the restructuring of teacher education programs. Alternatives that are more likely to succeed in achieving the larger goals in these reports are discussed. (JD)

ED 292 753 SP 029 788
Dearmin, Evalyn T.
University Teacher Education Councils.
Spons Agency—John Howard Association, Chicago, Ill.
Pub Date—27 May 82
Note—48p.; Report to the Executive Committee and Faculty, College of Education, University of Nevada, Las Vegas. Appendix D contains small print.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Governing Councils, *Faculty College Relationship, Governance, Higher Education, *Participative Decision Making, *Policy Formation, *Schools of Education

This study presents the results of a survey of teacher education councils in National Council for Accreditation of Teacher Education (NCATE) approved teacher preparation colleges in 48 states and the District of Columbia. The survey was conducted through a questionnaire structured to determine how teacher education councils are organized, how they function, and how effective they are perceived to be. Responses from 118 institutions provided a profile of each council's size and membership, leadership, and reporting patterns, whether or not council votes were advisory or binding, and the council's general functions. Alternatives to teacher education councils are briefly discussed. Four complete descriptions of different kinds of councils or approaches to university governance are appended, offering examples of: (1) a systems approach that is not a council; (2) use of by-laws governing a well-defined council; (3) a program unit established by legislative mandate; and (4) a curriculum sub-committee structure. (JD)

ED 292 754 SP 029 867
Oja, Sharon Nodie And Others
Mentoring: Challenges and Opportunities for Collaborative Supervision in the University of New Hampshire Five-Year Teacher Education Program.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 88
Contract—400-85-1056
Note—20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Cooperating Teachers, Cooperative Programs, *Coordination, Internship Programs, Preservice Teacher Education, Principals, Supervisory Training, *Teacher Interns, Teacher Supervision

A description is given of a project, called "A Collaborative Approach to Leadership in Supervision," initiated between the University of New Hampshire and several public schools. This project was designed to address: (1) the continuing preparation of principals who have primary responsibility for supervising and evaluating teachers as part of their roles as instructional leaders in the schools; and (2) the preparation of cooperating classroom teachers as more effective supervisors of graduate teaching interns and undergraduate exploring teachers. The 5-year program is structured on the triad model for supervision. In this model, the unversity supervisor observes the graduate student teaching intern during the academic year, using a clinical supervision strategy in which the supervisor meets with the intern for pre-conference, observation, and post-conference sessions. Meetings often involve the cooperating teacher as well, thus forming a "triad." This paper describes the role and responsibilities of each of the participants in the program. The training of the cooperating teacher for supervisory responsibilities is also discussed, as well as the organization and structure of the collaborating team and the relationships between its members. Issues and problems in the collaborative supervision model are considered. (JD)

ED 292 755 SP 029 900
Crase, Darrell Walker, Hollie, Jr.
Black Students and Professionals in Health Education.
Pub Date—[87]
Note—18p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, *Black Teachers, *College Faculty, *Graduate Students, *Health Education, Higher Education, *Student Recruitment, Teacher Recruitment

A recent survey solicited information from the health education departments of 146 colleges and universities to obtain an estimation of the number of blacks pursuing graduate study in health education as well as the number of black health education professionals serving on the faculty on predominantly white campuses. A second focus of the study was to identify successful and perhaps assertive techniques utilized by health educators in recruiting black students and black professionals to white campuses. The findings revealed a severe shortage of black students seeking graduate degrees, and a low percentage of black health education professionals on college faculties. Recruitment efforts appeared to be insufficient. It is concluded that the task of enlarging the ranks of the health education professoriate with blacks will not be accomplished from the small pool of doctoral graduates currently being produced. Also, present efforts designed to identify and attract existing black academics to health education will not significantly alleviate the shortage. Ways in which to attract more graduate students to the field are discussed. (JD)

ED 292 756 SP 029 909
French, Russell L. Noel, Rita
What Career Ladder Evaluations Teach Teacher Educators in Tennessee.
Pub Date—[87]
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavior Patterns, *Career Ladders, Classroom Techniques, Elementary Secondary Education, Higher Education, Leadership Qualities, Planning, *Program Effectiveness, Student Evaluation of Teacher Performance, *Teacher Education Programs, *Teacher Educator Education, *Teacher Educators, *Teacher Evaluation, Teaching Methods
Identifiers—*Tennessee Career Ladder Program

A report is given of the results of an evaluation designed to measure differences in performance among Career Level I, II, and III teachers in the Tennessee Career Ladder Program. Using specifically designed evaluation instruments, teachers who by Career Level status are considered the best in Tennessee, were evaluated by teacher candidates, students, principals, and a three-member peer evaluator team. This document presents a performance profile of these teachers, categorized under the following competency domains: (1) planning; (2) teaching strategies; (3) student evaluation and feedback; (4) classroom management; and (5) leadership qualities. The profile reveals some weaknesses and negative behavior patterns in teachers designated as "outstanding" and "superior." A discussion on the implications of these findings for teacher education programs is presented in the form of questions addressed to teacher educators who are responsible for the training of teachers in Tennessee. Implications for the education of teacher educators are also discussed. Statistical data pertinent to the findings are attached. (JD)

ED 292 757 SP 029 933
Guidera, Bonner And Others
Teaching as a Career: The Teaching Assistant Program. (Draft Version).

South Carolina State Dept. of Education, Columbia.
Pub Date—[87]
Note—38p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Demonstration Programs, Fine Arts, High Schools, *High School Students, Program Design, Science Instruction, Second Language Instruction, *Student Recruitment, *Teacher Aides, *Teaching (Occupation)

The Teaching Assistant Program offers a course alternative designed to attract talented high school students to careers in education. This individually tailored course offers an expanded academic program to secondary students in several subject areas that have critical teacher shortages. It introduces them to the many facets of the teaching profession and provides them with practical experiences in instruction at the secondary level. Currently, the target areas are foreign language, fine arts, and science. This guide to the program provides information on salient features of the program, such as: (1) advantages of the program to administrators, teachers, and students; (2) selected content areas; (3) program promotion; (4) selection of faculty and students; (5) screening procedures; (6) scheduling; (7) program administration and coordination; (8) guidelines for structuring the curriculum; (9) generic activities; and (10) specific activities. A curriculum outline form and sample application forms are included. (JD)

ED 292 758 SP 029 939
High School Football Injury Surveillance Studies, 1987.
National Athletic Trainers' Association, Inc., Greenville, NC.
Pub Date—88
Note—25p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletes, Athletic Coaches, *Football, High Schools, *High School Students, *Injuries, *Team Sports

This series of newsletters and fact sheets provides information on the incidence of sport-related injuries in scholastic sports. The following topics are addressed: (1) how the National Athletic Trainers' Association (NATA) measures the number and severity of injuries; (2) facts about NATA; (3) injuries to high school football players; (4) conditions under which football injuries occur; (5) typical high school football injuries; (6) guidelines for parents of student athletes; and (7) a breakdown of time-loss injuries sustained in various parts of the body. (JD)

ED 292 759 SP 029 940
Girls' High School Basketball Injury Study, 1986.
National Athletic Trainers' Association, Inc., Greenville, NC.
Pub Date—87
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletes, *Basketball, High Schools, *High School Students, *Injuries, National Surveys, Team Sports, *Womens Athletics
Identifiers—National Athletic Trainers Association

These National Athletic Trainers' Association (NATA) newsletters contain information on injuries sustained by girls who participate in high school basketball. Types of injuries are listed with a breakdown of injuries during games and practice, and of the parts of the body affected. A fact sheet is included outlining the qualifications and responsibilities of NATA-certified athletic trainers. Data on types of injuries are presented on a pie-chart. (JD)

ED 292 760 SP 029 941
Haberman, Martin
Proposals for Recruiting Minority Teachers: Promising Practices and Attractive Detours.
Pub Date—Jan 88
Note—27p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Higher Education, *Institutional Cooperation, *Minority Groups, *Schools of Education, Teacher Certification, Teacher Education, *Teacher Recruitment, Teacher Shortage, Two Year Colleges, *Urban Education

In discussing the problem of a current and future shortage of well-qualified minority teachers, it is pointed out that this shortage is only one manifestation of the enormous systemic failure of urban schools; minority children and youth are receiving an inferior education in inadequate elementary and secondary schools. New reform efforts aimed at recruiting more minorities into teaching are examined critically, and the flaws of these efforts, both practical and philosophical, are discussed. Improving the quality of preschool, elementary, and secondary schools in urban areas is viewed as the fundamental way of improving the number of minority teachers. Each of the following ideas for improving the quality and quantity of minority teachers is discussed: (1) teaching versus screening as a strategy for recruiting more minorities into teaching; (2) partnership between two- and four-year institutions is a fruitful approach for recruiting and training more minority teachers; (3) new forms of post-baccalaureate teacher training aimed specifically at minorities will be needed; and (4) new forms of teacher training, not controlled by universities, can be vehicles for attracting more minority teachers. (JD)

ED 292 761 SP 029 953
Hallman, Clemens L.
Goals for Reflecting Cultural Diversity in Teacher Education.
Pub Date—Jan 88
Note—26p.; Paper presented at the National Conference on Recruitment and Retention of Minority Students in Teacher Education (2nd, Lexington, KY, January 17-19, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Style, *Cultural Differences, *Equal Education, Higher Education, *Minority Groups, Minority Group Teachers, Preservice Teacher Education, Program Effectiveness, School Holding Power, Student Recruitment, *Teacher Education Programs, *Teaching Styles

In this presentation on how teacher education programs should reflect cultural diversity in order to attract and retain minority students, 10 premises are set forth on the needs and shortcomings of the present system of educating teachers. A discussion of goals for reflecting cultural diversity in teacher education programs emphasizes the necessity of empowering rather than disabling minority students, and considers ways in which the faculty can meet the needs of the students. It is suggested that knowledge of differences in learning styles and matching learning styles with compatible teaching styles has far-reaching implications for teacher education programs. An outline is given for implementing goals that reflect cultural diversity in teacher education programs. It is stated that, when equal educational opportunities are provided, the results will pay great dividends, enrich society, put a greater value on pluralism, and minorities will more willingly decide to participate in teacher education programs. (JD)

ED 292 762 SP 029 963
Loesch-Griffin, Deborah A. And Others
The Rich Gets Richer: Multiple Sources of Qualitative Data in an Evaluation of School-Based Health Promotion Programs.
Spons Agency—National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.
Pub Date—Nov 86
Grant—HL 07034
Note—26p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 30-November 1, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Methods, *Interdisciplinary Approach, Program Development, *Program Evaluation, *Research and Development, *School Health Services, *Teamwork
Identifiers—*Health Promotion, *Stanford Heart Disease Prevention Program

A report is given of the problems and successes of an evaluation team engaged in examining a 9-year community research demonstration project. The project, the Stanford Heart Disease Prevention Program, was designed to develop effective health education programs and to institutionalize these programs through community organizations so that they are maintained within existing systems over a long period of time. The evaluation team consisted of four individuals with different disciplinary perspectives, coming from the fields of: health and medicine, developmental psychology, community and youth education, and communications and media. In addition to identifying developmental trends in health behavior, the team was committed to conducting ongoing research with every project they introduced into the schools. A detailed description is given of the team's activities. Because the team was composed of four individuals with multiple roles, simultaneously involved in promoting research and development goals, the collaboration frequently involved conflicting goals and compromises as well as creative development. Nevertheless, their experience spoke to the importance of involving an interdisciplinary evaluation team if schools are to develop, implement, and institutionalize cost-effective health promotion programs. (JD)

ED 292 763 SP 029 966
Daniel, Larry G. Okeafor, Karen R.
Teaching Experience and Confidence in Teachers.
Pub Date—11 Nov 87
Note—34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teachers, Elementary Secondary Education, Professional Recognition, *Self Esteem, *Self Evaluation (Individuals), *Status Need, Teacher Administrator Relationship, Teacher Attitudes, *Teachers, *Teaching Experience

The process of teachers' gaining a professional identity may be impeded by teachers' autonomy and by their relative isolation within individual classrooms. As a result, teachers and school administrators tend to operate under a logic of confidence–a good faith assumption that teachers will perform their jobs in an acceptable manner without the need for close supervision. The purpose of the present study was to examine the relationship between teachers' logic of confidence beliefs, their levels of teaching experience, and the object of their confidence–self, the typical beginning teacher, and the typical experienced teacher. Findings indicated that there were statistically significant differences in group means only in respondents' perceptions of the typical beginning teacher with confidence in beginning teachers inversely related to experience. In addition, teachers tended to place more confidence in themselves than in either the typical beginning or typical experienced teacher. (Author)

ED 292 764 SP 029 968
Page, Fred M., Jr. And Others
Pre-Service Teachers' Perceptions of Discipline Problems and Methods of Managing Disruptive Student Behavior.
Pub Date—Nov 87
Note—17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, Classroom Environment, *Classroom Techniques, *Discipline Problems, Education Majors, Higher Education, *Opinions, Preservice Teacher Education, *Student Behavior
Identifiers—*Teacher Candidates

Two primary objectives were served in this study. Perceptions were identified for preservice teachers relative to: (1) the kinds of discipline problems with which public schools are confronted; and (2) the frequency utilization of a variety of methods of managing student behavior. A secondary objective was to identify significant differences in perceptions categorized on the basis of academic major, cumulative grade point average, sex, and stage in preservice preparation. The first of two questionnaires elicited information on academic preparation, career plans, personal data, and interest in teaching as well as perceptions of discipline problems and methods for managing student behavior. Respondents were also asked to rate 24 discipline problems in terms of frequency of occurrence, and the most effective methods of managing behavior. Among the most frequently observed breaches of decorum in the classroom were excessive talking, inattention, and failure to complete assignments. Most frequent methods of classroom control were verbal emphasis upon behavior limits, and positive reinforcement of good behavior. Statistical data obtained from the questionnaires are presented in tables. (JD)

ED 292 765 SP 029 969
Keith, Marcia J.
A Student Teacher's Practical Knowledge of Success in Classroom Lessons: Images, Expectations, and Strategies.
Pub Date—[86]
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Need, Beliefs, *Cognitive Mapping, Elementary Education, *Expectation, Higher Education, *Instructional Effectiveness, *Performance Factors, Preservice Teacher Education, Self Concept, Self Evaluation (Individuals), *Student Teaching, Teaching Experience
This study examined the phenomenon of student teachers' practical knowledge of what constitutes a successful classroom lesson. One student teacher's personal orientation of practical knowledge and implicit understanding of what is needed to make sense out of the experience of success in classroom lessons was explored before and after the student teaching experience. Tentative conclusions are presented in the form of hypotheses: (1) student teachers hold a limited number of constructs which they use to interpret a successful lesson; (2) the closer an actual lesson is to matching constructs of success, the more successful it is deemed; (3) perceptions of success change over the course of student teaching; (4) lesson plans and teaching strategies are developed to bring about success; (5) an implicit image of success is held by student teachers; (6) student teachers have practical knowledge of a successful lesson; (7) there is a congruence between what is understood as success and what a student teacher knows or learns to do to bring it about; and (8) experience provides student teachers with knowledge of results. A discussion of these findings includes consideration of their implications for preservice teacher education. (JD)

ED 292 766 SP 029 985
Jerich, Kenneth F.
Micro-teaching as a Model for Teacher Education Preparation: Evaluating the Effects of the Curricular Component, Classroom Instruction, within a General Methods Micro-teaching Approach.
Pub Date—[87]
Note—32p.
Available from—Office of Student Teaching, Eastern Illinois University, Charleston, IL 61920 ($7.95).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Higher Education, *Instructional Improvement, *Measurement Techniques, Methods Courses, *Microteaching, Preservice Teacher Education, *Program Evaluation, *Research Methodology, Teacher Attitudes, Teaching Skills
This study identified strengths and weaknesses of the components in the general methods course, "Micro-teaching: Practice in Teaching Techniques", prior to a curriculum reorganization. The course included four basic components: (1) classroom instruction; (2) laboratory pre-conference; (3) laboratory teaching practice; and (4) laboratory post-conference. The classroom instruction component featured two basic categories of teaching skills, interaction patterns or methods, and strategies for planning the content of lessons. The laboratory components featured weekly micro-teaching experiences where the techniques learned during the classroom component were practiced. The strengths and weaknesses of the components were assessed in terms of preservice teacher perceptions regarding the four components of the program as measured by an especially developed rating instrument. Descriptions are given of the program, the research methods used in the evaluation, and the measurement instrument. An analysis of the responses of the 88 study participants is presented, as well as a summary of the issues raised by the evaluation. (JD)

ED 292 767 SP 029 986
The Presidential Physical Fitness Award Program, Featuring the President's Challenge. Instructor's Guide.
President's Council on Physical Fitness and Sports, Washington, D.C.
Pub Date—87
Note—22p.; Revised to include ages 6-17.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Awards, Elementary Secondary Education, *National Norms, National Surveys, *Physical Education, *Physical Fitness, *Standardized Tests, Student Motivation, *Testing Programs
This pamphlet provides information for physical education teachers on the Presidential Physical Fitness Award Program. A project of the President's Council on Physical Fitness and Sports in cooperation with the American Alliance for Health, Physical Education, Recreation and Dance, the program recognizes outstanding physical fitness among children and youth aged 6 to 17. Changes in the test battery are noted, and instructions are given for administering the physical fitness tests to students between the above-mentioned ages. (JD)

ED 292 768 SP 029 989
Spragg, Carolyn Noble, Larry
A Comparison of Selected Kinematic Factors in Male Baseball and Female Fast Pitch Softball Batting.
Pub Date—87
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Athletes, *Baseball, *Biomechanics, Comparative Analysis, Higher Education, *Psychomotor Skills, *Sex Differences, *Softball, Womens Athletics
Six female intercollegiate varsity softball players and six male intercollegiate varsity baseball players were filmed from overhead while batting a wiffle ball off a batting tee at hip height. Movements of the hips, trunk, upper body segments, and bat were analyzed. Group comparisons indicated that males had higher peak linear and, angular velocities for all body segments measured, except for hip angular velocity. Males reached peak segmental velocities in a sequence proceeding from proximal to distally adjacent segments. Females' peak segmental velocities did not follow this sequence. Bat kinematics followed similar patterns and magnitudes. The results of this investigation suggest that both body size and technique may account for the faster bat velocities of males. (Author/JD)

ED 292 769 SP 030 001
Introductory Principles of Nutrition: Course Outline and Instructor's Manual.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date—87
Note—136p.
Available from—The Division of Child Nutrition, North Carolina Dept. of Public Instruction, Education Building, Annex I, 217 West Jones Street, Raleigh, NC 27603.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Dietetics, Eating Habits, Elementary Secondary Education, *Health Education, Inservice Teacher Education, *Nutrition Instruction, Videotape Recordings
This introductory level course for educators combines factual nutrition information with issues on controversies that surround the topics. It was developed to provide teachers and curriculum specialists with special training in nutrition and to strengthen their skills in teaching basic nutrition concepts to students. The course is designed to be presented with televised videotape recordings. Each chapter of the outline represents a video lesson and contains the following: (1) a foreword or introductory chapter; (2) student objectives; (3) identification of text assignments; (4) a lesson outline; and (5) course outline assignments. Recommendations are offered for completing each lesson. The unit includes an instructor's manual. (JD)

ED 292 770 SP 030 014
Bibliography of Research Related to Secondary Education. Spring, 1988.
National Center on Effective Secondary Schools, Madison, WI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Grant—G-008690007
Note—49p.; For 1987 edition, see ED 287 843.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Change Strategies, Educational Environment, Inservice Teacher Education, Management Development, Research Projects, *School Effectiveness, School Organization, *Secondary School Curriculum
This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main categories: (1) references of general interest; (2) reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. Citations have been selected upon consultation with researchers at the Secondary Center and other universities and educational research institutions. The bibliography is published twice yearly, in the spring and fall, and is subject to continual review and revision. (Author/JD)

ED 292 771 SP 030 017
Villar Angulo, Luis M.
Microsupervision as a Method for Teacher Education.
Pub Date—[87]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques, Elementary Education, Foreign Countries, *Interaction Process Analysis, *Microteaching, *Supervisory Training, *Teacher Behavior, *Teaching Methods, Teaching Skills
Identifiers—*Microsupervision, Spain
In a microsupervision workshop experiment designed to investigate group differences in acquiring an indirect style of supervisory conference behavior, 18 elementary school inservice teachers were randomly assigned to a video-modeling, written-modeling and performance-feedback treatment or non-treatment. Criterion performances were the frequency and quality of the supervisory conference behavior used on two separate microsupervision sessions and on five observational instruments. Results showed: (1) experimental microsupervision did not yield significantly higher nor more varied performance frequencies than the control group; (2) the reliability trial results for the conference and teaching category systems were considered highly satisfactory; and (3) a high positive and negative relationship between teaching and supervisory conference behavior in the experimental group was attained. A discussion is presented on the findings, and on the linear relationship between personal and professional characteristics of teachers. A stepwise multiple regression analysis of a teaching behavior by supervisory conference ratio factors indicated that the teaching behavior, "Data Recall," was significantly predicted by several supervision ratio factors. (Author/JD)

ED 292 772 SP 030 018
Keefe, James W., Ed.
Profiling & Utilizing Learning Style.
National Association of Secondary School Principals, Reston, Va.
Report No.—ISBN-0-88210-207-9
Pub Date—88
Note—52p.
Available from—NASSP, 1904 Association Drive, Reston, VA 22091-1578 ($6.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cognitive Style, *Concept Formation, Educational Diagnosis, Individual Differences, *Learning Processes, *Perceptual Development, Secondary Education, *Student Characteristics
Identifiers—*Learning Style Profile
The purpose of the National Association of Secondary School Principals (NASSP) Learning Style Profile is to provide educators with a well-validated and easy-to-use instrument for diagnosing the cognitive styles, perceptual response tendencies, and study/instructional preferences of middle level and senior high school students. The Learning Style Profile offers school practitioners a way to personalize the instructional process, to identify the dominant stylistic characteristics of students, and to plan instruction accordingly. The articles in this monograph offer a short course in the development, theoretical base, and utilization of the NASSP Learning Style Profile. The conceptual and practical issues of the Learning Style Profile are also explored. Chapters include: (1) "Development of the NASSP Learning Style Profile" (James W. Keefe); (2) "The NASSP Learning Style Profile and Cognitive Processing" (Charles A. Letteri); (3) "Using the

NASSP Learning Profile" (Barbara Ferrell); and (4) "A Learning Style Approach to Effective Instruction" (John M. Jenkins). (JD)

ED 292 773 SP 030 023
Knight, Richard S. And Others
A Statistical Profile of Secondary Education Teachers at Utah State University at the Completion of Their Teacher Education Program.
Utah State Univ., Logan. Dept. of Secondary Education.
Pub Date—Mar 88
Note—81p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Computer Literacy, Family Characteristics, Grade Point Average, Higher Education, Interpersonal Competence, Knowledge Level, *Preservice Teacher Education, *Secondary School Teachers, *Student Attitudes, *Student Characteristics, Study Habits, Teaching Methods
Identifiers—*Utah State University
This report presents a profile of students at Utah State University who are considering becoming secondary school teachers. Data were obtained from two questionnaires: one administered upon the student's entry to the first required course in the secondary education program and the other when the student exited from the course. A summary is given of data gathered on: (1) general demographic factors; (2) expectations and perceptions about teaching; (3) perceptions of attitude, knowledge, and skills; and (4) perceptions of the professional component of the program. Tables containing percentages and cross tabulations from which the data were drawn are appended, and recommendations are made for further study. References are included. (JD)

ED 292 774 SP 030 029
Teaching Teachers: Facts & Figures.
American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—87
Note—61p.
Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle, N.W., Washington, DC 20036 ($12.00).
Pub Type— Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Faculty, *Education Majors, Higher Education, *Program Attitudes, *Program Design, *Schools of Education, Secondary Education, *Teacher Education Programs, *Teacher Educators, Teacher Salaries
Findings are presented from a survey conducted by the Research About Teacher Education Project. The project is devoted to collecting information about institutions of higher education that engage in teacher education, as well as teacher education programs, faculty, and students. The data in this report were culled from analyses of three survey instruments–institutional, faculty, and students. The institutional survey solicited data characterizing the institutions and their teacher education programs, mission and structure, and areas of accreditation for the institutions. Data specific to teacher education were collected on number and types of programs, enrollments, level of accreditation and/or state approval, faculty and student demographics in relation to program type, program requirements for admission and exit, and faculty salaries and tenure. Following an introduction, four sections elaborate on the data collected. Section one presents the context for teacher education by examining data from the institutions as a whole and from the education unit. Section two concentrates on the anatomy of a program with a focus on secondary education. The third section looks at the education professoriate and section four looks at the students. The report concludes with a summary of highlights. (JD)

ED 292 775 SP 030 034
Overseas Employment Opportunities for Educators. Department of Defense Dependents Schools, School Year 1988-89.
Dependents Schools (DOD), Washington, D.C.
Pub Date—88
Note—59p.; For Updates, see ED 265 124. Photographs will reproduce poorly.
Available from—Department of Defense, Office of Dependents Schools, 2461 Eisenhower Ave., Alexandria, VA 23331-1100 (free).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Colleges, Elementary Secondary Education, *Employment Opportunities, *Foreign Countries, *Military Schools, *Overseas Employment, *Teacher Recruitment, Travel, Two Year Colleges
This brochure contains information with regard to teacher recruitment procedures for employment in schools operating on United States military bases overseas. The elementary and secondary schools and community colleges provide education for children of military and civilian personnel assigned overseas and are similar to schools in the United States using the same courses and standard textbooks. The following topics are covered: (1) eligibility; (2) position categories and special requirements; (3) application procedures; (4) basic program information and entitlement; (5) housing, living, and working conditions; and (6) shipment of household goods and personal effects. Attachments include: (1) a supplemental application for employment with Department of Defense Dependents Schools; (2) an application for federal employment; (3) a form for verification of professional educator employment for salary rating purposes; (4) a questionnaire; and (5) a professional evaluation form. (JD)

ED 292 776 SP 030 035
Buchmann, Margret
Practical Arguments Are No Accounts of Teacher Thinking: But Then, What Is? Occasional Paper No. 119.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Note—28p.
Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Abstract Reasoning, Cognitive Processes, Comprehension, Concept Formation, *Holistic Approach, *Logical Thinking, *Metacognition, *Philosophy, *Teacher Effectiveness, Teaching Experience, Values Clarification
Identifiers—Thinking Skills
This paper examines the area of teachers' practical arguments (arugments consisting in the search for a plan of action), considering questions such as: How does rationality manifest itself in practice, and in specific human practices like teaching? Is practical reasoning in teaching moral? Do values of theoretical reasoning, such as universality, logical order, explicitness, and completeness translate to the practical domain? It is argued that relying on practical arguments for the improvement of teaching ignores the extent to which teaching is an act of wisdom and belongs to the contemplative life. It is contended, also, that–in representing teachers' arguments for purposes of analysis and improvement–the distinction must be maintained between simplication and misrepresentation, guarding especially against the conversion of methodological moves into stipulations about reality or appropriateness. Finally, some major philosophical difficulties in the analysis of practical reasoning are considered. It is essential to keep such difficulties in mind if work is to continue, with good purpose, in this area of practical arguments in teacher education and teaching-thinking research. (Author/JD)

ED 292 777 SP 030 036
Wayson, William W. And Others
Up From Excellence: The Impact of the Excellence Movement on Schools.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-435-9
Pub Date—88
Note—223p.
Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($7.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Basic Skills, College School Cooperation, Curriculum Enrichment, *Educational Change, *Educational Policy, Elementary Secondary Education, Governance, Higher Education, *Institutional Characteristics, *Program Implementation, *School Effectiveness, Teacher Effectiveness
Identifiers—*Excellence in Education
This critical analysis of the reforms in education identifies the political motives behind many of the reforms and argues that top-down mandates for reform will fail. Data are taken from a survey of schools and districts with reputations for excellence. Excellence is defined pragmatically by describing what these schools do, and how educators in these schools and others feel about the effects of reform is reported. Using information from the survey, 23 guidelines for achieving true excellence are presented. (JD)

ED 292 778 SP 030 038
Project Education Reform: Time for Results. Newsletters–May, September, and December, 1987.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Note—16p.
Journal Cit—Project Education Reform: Time for Results; v1 n1-3 May, Sep, Dec 1987
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Educational Resources, Elementary Secondary Education, *Government Role, *Program Evaluation, Regional Laboratories, *State Action
Identifiers—*Project Education Reform Time for Results
The major topics covered in these newsletters include: (1) background information on Project Education Reform; (2) "The Governors' 1991 Report on Education: Time for Results"; (3) elementary education and the National Governors' Association (NGA) project; (4) the goals of 16 school sites in carrying out recommendations from the NGA report on education; (5) Oak Ridge (Tennessee) school improvement objectives; (6) the purpose and functions of regional education laboratories; (7) evaluating education from the national perspective; (8) the progress of Project Education Reform; (9) preparing for the future; (10) implementation of reforms at Montrose County School District and Mapleton Adams School District in Colorado; and (11) the importance of education on governors' agenda. (JD)

ED 292 779 SP 030 044
Brightwell, D. Shelby Dugas, Edmond A.
Status of Health and Physical Education in Louisiana Public Schools: Grades 6-12, 1987. Research Bulletin 1811.
Louisiana State Dept. of Education, Baton Rouge.
Pub Date—87
Note—94p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum Design, Elementary Secondary Education, Faculty Mobility, *Health Education, Participative Decision Making, *Physical Education, *Program Effectiveness, *Teacher Attitudes, *Teacher Background, Teacher Certification, Teacher Effectiveness, Teacher Role
This study focused on all teachers, in the public schools of Louisiana in grades 6-12, who taught health and physical education at least 50 percent of the time. A 53 percent return was obtained, which represented 917 teachers in 381 schools. Responses were received from all 64 parishes and the two city school systems in the state. The study investigated several topics which relate to: (1) the breadth and sex-designated format of curricular offerings; (2) teaching effectiveness; (3) economic and demographic information about teachers; (4) variables responsible for teachers continuing in education or leaving the field; (5) professional memberships and attendance patterns at professional meetings; (6) role diversification of teachers; (7) usefulness of selected undergraduate courses; (8) frequency of bachelors and masters degrees; (9) usefulness of State Department of Education guides; (10) certification; and (11) teaching patterns and decision-making sources of program content. Recommendations are offered for program improvements. References and a copy of the survey instrument are appended. (JD)

ED 292 780 SP 030 045
Summary of Findings from National Children and Youth Fitness Study II.
Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
Pub Date—87
Note—49p.
Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Children, Community Programs, Elementary Education, *Exercise, Parent Role, *Physical Activity Level, *Physical Fitness, *Physical Health, Research Methodology
Identifiers—Child Health

This report is based on a survey of 4,678 children aged 6 to 9, examining their exercise habits at school, at home, and in community programs. The survey is the second in a series carried out by the Office of Disease Prevention and Health Promotion. The first report found that fitness has declined for 10- to 17-year-olds. In an effort to better understand why adolescents' fitness levels have declined, this national study was undertaken to learn the fitness status of younger children. The study shows that young children in America are fatter than children 20 years ago, are not getting the right kinds of exercise, and spend more time watching television than in physical activity. The better performers on the fitness tests participate in more vigorous and organized community-based activities, watch less television, and have a higher activity level. The research process and results are described in articles which include: an introduction (J. M. McGinnis); a summary of findings (James G. Ross and Russell R. Pate); "Study Procedures and Quality Control (James G. Ross, et al.); a sample design (Michael T. Errecart et al.); "The Modified Pull-Up Test" (Russell R. Pate et al.); and "Home and Community in Children's Exercise Habits" (James G. Rose et al.). (JD)

ED 292 781 SP 030 055
McEwin, C. Kenneth Alexander, William M.
Middle Level Teacher Education Programs: A Second Survey (1986-87). Including Directory of Institutions with Special Middle Level Teacher Education Programs. Report.
Appalachian State Univ., Boone, N.C.
Pub Date—87
Note—72p.; For related document, see ED 228 173.
Pub Type— Information Analyses (070) — Reports - Research (143) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Degrees (Academic), Educational Needs, *Middle Schools, Program Design, *Program Development, Secondary Education, *Teacher Certification, *Teacher Education Programs

A survey conducted in 1982 sought information on teacher education for the middle level schools. Responses to the survey from schools of education indicated that teacher preparation programs have not kept pace with the growing number of teachers needed, and the predominant emphasis in available programs has been at the undergraduate level. This document reports on a survey conducted in 1986-87 addressing the same schools and the same topic. The results of this follow-up study revealed that there has been very little change in the overall situation, although detailed analysis of the comparable findings indicated many interesting comparisons. Findings were compared in the following areas: (1) enrollments in middle school education programs; (2) program types; (3) courses offered; and (4) departments responsible for the programs. A brief discussion is presented on some issues and implications raised by the survey responses. A directory of institutions with special courses/programs for the preparation of middle level teachers is appended. Information is provided in the directory on academic degrees offered, major specialization, whether the program was added to another program, and whether the program offers special courses. (JD)

ED 292 782 SP 030 056
Elliott, John D.
Teacher Thinking and Instructional Materials: Some Relationships Between a Case Study and a Literature Review.
Pub Date—88
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, Curriculum Development, *Decision Making, Elementary Education, *Instructional Materials, *Reading Instruction, Teacher Developed Materials, *Textbook Selection

Instructional materials are usually selected by classroom teachers. Little is known about what criteria they use in making these choices. Most of the literature recommends, instead, the attributes to be used. This study employs a qualitative approach to examine one teacher's thinking about her selection of materials. Fundamental to her thinking was a preference for materials that interest, and reflect the needs of, the students. Sixteen references are included. (Author/JD)

ED 292 783 SP 030 057
Chism, Nancy Van Note, Ed. Warner, Susan B., Ed.
Employment and Education of Teaching Assistants. Institutional Responsibilities and Responses. Readings from a National Conference.
Ohio State Univ., Columbus. Center for Teaching Excellence.
Pub Date—Mar 87
Note—391p.
Available from—Center for Teaching Excellence, The Ohio State University, Suite 60, Neilwood Gables, 2096 Neil Ave, Columbus, OH 43210-1115 ($17.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Assistantships, *College Faculty, Educational Finance, *Employee Responsibility, Fellowships, Foreign Nationals, Graduate Students, Higher Education, International Educational Exchange, *Job Training, *School Responsibility, *Teaching Assistants

The papers in this volume address the critical issues that arose at the first national conference on teaching assistants. The papers are organized into six sections: (1) "The Teaching Assistantship: An Overview" focuses on the role of the teaching assistant (TA) in the context of the university mission and its organization; (2) "Conditions of TA Employment" examines such issues as stipends, grievances, workloads, and taxation as well as policy and collective bargaining; (3) "Considerations for TA Development" treats some strategic factors in TA preparation, including planning programs and locating them within the university; (4) "Approaches to TA Development" presents papers on general ways in which the preparation of TAs can be addressed, and on particular programs that are in place in various departments and universities; (5) "International Teaching Assistants" explores the special case of the international TA. The papers in this section also talk about planning and implementing programs designed to screen these TAs for language competency as well as to prepare them to teach U.S. universities; and (6) "Task Force Reports and Reflections on the Conference" concludes the volume of papers with observations offered about the conference as well as reports of continuing directions being proposed by the task forces convened at the conference. Each section is preceded by an introductory statement that includes more detail and a summary of the papers included. (JD)

ED 292 784 SP 030 059
Martinez-Boyd, Diana
The Planning Performance Trade-Off in Use of Textual and Illustrated Procedural Instructions.
Pub Date—Apr 88
Note—66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Instructional Material Evaluation, *Instructional Materials, *Intermode Differences, Learning Modalities, Material Development, *Media Adaptation, *Programed Instructional Materials, Teaching Methods

This study explored how, and what type of, procedural instructions influence a trade-off between planning and performance. There is a trade-off if longer planning time shortens performance time, improves performance efficiency, and improves accuracy. The relative effectiveness of nine combinations of illustrated and written instructions for an assembly task were compared. Three time measures were used: (1) total session time; (2) planning time; and (3) performance time. Other performance measures were efficiency and accuracy. It was concluded that there was a trade-off between combined instructions versus totally illustrated or totally written instructions. The degree of operational information in totally illustrated or totally written instructions also influenced planning and performance, but in different ways. Accuracy was less affected by the instructional variations than by other comprehensive measures because sufficient clues appeared in the core information of all instructional variations. (JD)

ED 292 785 SP 030 060
Roberts-Gray, Cynthia
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1987. October 1986 through September 1987.
Texas State Dept. of Human Services, Austin.
Pub Date—Dec 87
Note—155p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Attitude Change, *Behavior Change, Day Care Centers, Instructional Materials, Lunch Programs, *Nutrition Instruction, Primary Education, *Program Development, Program Effectiveness, *Program Evaluation
Identifiers—Child Health

During 1987, five studies were conducted to evaluate the changes in child nutrition related knowledge, attitudes, and behavioral outcomes of participants in the Texas Nutrition Education and Training (NET) Program. Because the majority of statistically evaluated and criterion-referenced outcomes were positive, these studies helped demonstrate program effectiveness. Improving coordination with related programs and evaluating alternatives for amplifying effects on participant behavior emerged as strategic directions for program planning and development. Appended reports provide information on the program's background, purpose and procedures, results, and recommended avenues for improvement. The reports describe: (1) performance of NET workshops; (2) behavioral outcomes of advanced menu planning workshops; (3) profiles of NET library patrons; (4) use of nutrition education materials; and (5) participation in the NET program. (Author/JD)

ED 292 786 SP 030 061
Strouse, Joan
Education Divided by AIDS Equals?
Pub Date—9 Apr 88
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Title, as presented by author, employs arithmetical symbols for "divided" and for "equals."
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Board of Education Policy, Community Attitudes, Elementary Secondary Education, *Health Education, *Negative Attitudes, Policy Formation, Regional Attitudes, *Rural Areas

A questionnaire was sent to all 256 public school districts in the State of Oregon, requesting information on policies towards students or personnel with Acquired Immune Deficiency Syndrome (AIDS). The survey was designed to see if districts had either a written or unwritten policy specifically designed to deal with AIDS. Responses indicated that the majority of school districts had no plan worked out with which to deal with AIDS should it occur in their area. This was uniquely true in the case of rural areas. Written policies, when they existed, followed guidelines for the more common communicable diseases. An overwhelming number of districts chose to adopt a "wait and see" attitude, leaving policy-making to wait upon the occurrence of such an emergency. It is emphasized in this report that AIDS is an international epidemic and that education is necessary both to ensure humane and prudent management of existing cases, and to help today's youth learn to avoid contracting the disease. (JD)

ED 292 787 SP 030 062
Gunstone, Richard F. Northfield, Jeff R.
Inservice Education: Some Constructivist Perspectives and Examples.
Pub Date—Apr 88
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Cognitive Dissonance, *Concept Formation, Foreign Countries, Inservice Teacher Education, *Learning Processes, *Program Attitudes, *Teacher Attitudes

Identifiers—*Constructivist Learning
This paper describes some salient aspects of inservice education that focus on constructivist learning/conceptual change. Major issues for inservice education based on the constructivist approach are described. These issues arise from viewing teachers as constructivist learners, and from the assumption that constructivism and conceptual change need to be considered in the same way for both teachers and students. The following assumptions are contained in the constructivist theory of learning: (1) inservice education that matters involves conceptual change on the part of teachers; (2) when the thrust of the inservice program is towards constructivist perspectives on teaching and student learning, the change involves teachers' conceptions of learning and teaching; (3) conceptual change in teachers is most helpfully considered in terms of whether or not new ideas are intelligible, plausible, fruitful, and feasible; (4) the conceptions held by teachers on entering an inservice program will sometimes include ideas and beliefs about the focus of the program which are in conflict with the ideas and beliefs of those running the program; (5) the inservice must, wherever possible, model but not mimic the strategies and ideas being advanced; (6) different groups will enter inservice programs with different levels of relevant knowledge and experience; and (7) those conducting the inservice program must be sensitive to their own needs to undergo conceptual change. Descriptions of four inservice programs illustrate how one or more of these issues arose and was dealt with in the course of the program. (JD)

ED 292 788 SP 030 083
Shepard, Lorrie A. And Others
A Case Study of the Texas Teacher Study: Technical Report.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Grant—OERI-G-86-0003
Note—144p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adult Literacy, *Basic Skills, Elementary Secondary Education, Negative Attitudes, Politics of Education, Program Costs, *Program Effectiveness, Public Opinion, State Programs, *Teacher Evaluation, Teacher Morale, *Testing Programs
Identifiers—*Texas
The Texas Examination of Current Administrators and Teachers (TECAT), is a basic literacy test that was administered to 202,000 practicing educators in March 1986. The test was developed in response to state action for educational reform. The Texas reform legislation provided for redistribution of resources to poorer schools and for salary increases for teachers. Testing teachers on basic reading and writing skills for the purpose of identifying incompetent teachers appealed to public opinion, and the test become a political "bargaining chip" to leverage a tax increase for school reform. The implementation of TECAT involved not only massive preparation by educators and state agencies but also involved numerous validity and legal problems. The high passing rates of educators were attributed to development of teachers' skills in workshop sessions and considerable "teaching to the test." More than half of the educators fired by TECAT were in nonacademic positions. The reaction of teachers to the test program was overwhelmingly negative, and public confidence in teacher testing declined sharply. An analysis of the program's actual costs indicated that it was not as cost-effective as had been anticipated. This report presents detailed documentation on the program. Opinion papers and evaluation reports are appended. (JD)

ED 292 789 SP 030 084
Ratsoy, Eugene And Others
Evaluation of the Initiation to Teaching Project: Technical Report. Volume 1 and Volume 2.
Alberta Dept. of Education, Edmonton.
Pub Date—May 87
Note—916p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF06/PC37 Plus Postage.
Descriptors—*Beginning Teachers, Foreign Countries, Higher Education, *Internship Programs, *Professional Development, Program Attitudes, *Program Evaluation, *Teacher Employment, Teacher Interns, Teacher Orientation
Identifiers—*Beginning Teacher Induction, *Initiation to Teaching Project (Alberta)
This two-volume evaluation report of the Initiation to Teaching Project of Alberta Education, Canada, presents detailed information on the project, which provided employment as interns to nearly 900 recent graduates of teacher preparation programs. The report includes many elements: (1) a literature review; (2) a collection of information about internships in other professions; (3) interviews with professors, in-school staff members, and representatives of major educational organizations; (4) questionnaires completed by professors, senior education students, principals, and superintendents; (5) observation and coding of the teaching behavior of beginning teachers and interns; (6) reports by superintendents and by consultants in regional offices of education; and (7) analysis and assessment of the large volume of information gathered for the program evaluation. The respondent groups expressed overall support for the four specific purposes of the internship program: (1) the refinement of teaching skills of interns; (2) the assessment of the interns' suitability for placement; (3) the development of professional relationships by interns; and (4) the further development of professional skills by supervising teachers. Recommendations are made for the program's future course of action. (JD)

ED 292 790 SP 030 097
Cornett, Lynn M. Gainez, Gale F., Comp.
More Pay for Teachers and Administrators Who Do More: Incentive Pay Programs, 1987.
Southern Regional Education Board, Atlanta, Ga.
Pub Date—Dec 87
Note—29p.
Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($2.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Ladders, Evaluation Criteria, Full State Funding, *Incentives, *Mentors, Program Attitudes, *Program Effectiveness, Program Evaluation, *State Programs, *Teacher Salaries
This overview of the current status of teacher incentive programs includes information on: (1) support for the programs and leadership for program development; (2) funding patterns; (3) evaluations of specific programs; (4) program objectives and participant attitudes; and (5) committment to program development. Brief summaries are presented of the status of career ladder, incentive, and mentor teacher programs in each state. State contacts are listed. (JD)

ED 292 791 SP 030 099
Lavely, Carolyn And Others
A Descriptive Profile of the Florida Associate Master Teacher.
University of South Florida, Tampa.
Pub Date—[86]
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Educational Background, Elementary Secondary Education, Enrichment Activities, *Leadership Qualities, *Master Teachers, Professional Associations, *Professional Development, Teacher Background, *Teacher Characteristics, Teaching Experience
Identifiers—*Florida Master Teacher Program, *Institute for Instructional Research and Practice
A survey was conducted of participants in the 1984/85 Florida Master Teacher Program to determine variables on which award recipients and non-recipients differed, apart from the superior scores obtained on the content area tests and/or the performance evaluation. A descriptive profile of the Associate Master Teacher was developed from the results of the survey. A total of 1,903 Associate Master Teachers responded to the survey questionnaire. A description of the respondent sample is given in this report, followed by an analysis of program participants' responses in the following broad areas: (1) demographic characteristics; (2) academic background; (3) teaching experience; (4) professional growth and development activities; (5) degree and nature of involvement and leadership roles in professional organizations; (6) previous professional awards or recognition received; and (7) certification fields. A number of significant features contributing to a profile of the Florida Associate Master Teacher are presented. Data from the survey are presented in tables. (JD)

ED 292 792 SP 030 100
Lavely, Carolyn And Others
Expertise in Teaching: Expert Pedagogues.
University of South Florida, Tampa.
Pub Date—Nov 86
Note—12p.
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Psychology, Comparative Analysis, Elementary Secondary Education, Games, Intellectual Disciplines, *Meta Analysis, Schemata (Cognition), *Teacher Behavior, *Teacher Effectiveness, Teacher Evaluation
Identifiers—*Institute for Instructional Research and Practica
"The purpose of this article is to report a review of the developing empirical literature to explain "expert" teacher behavior, by analogy, from the cognitive psychology expertise literature. Emphasized is a review of the expert-novice cognitive psychology literature, encompassing the research on: chess, and other games; physics, medicine, and other academic disciplines; and a melange of other areas. Also emphasized is the modest but growing, partly ethnographic, partly empirical, expert versus novice teacher research literature, focusing on the public school level, as opposed to the college level. Also addressed are other, traditional, empirical approaches to estimating expertise in teaching including the traditional presage teacher evaluation research. Considered are the qualities of teaching excellence literature, student rating scale teaching qualities correlation and factor analytic literature, the incompetent teacher literature, and finally the classroom teaching effectiveness literature developed primarily in reading and mathematics, including direct instruction and transitions. Thirty-six references are included. (Author/JD)

ED 292 793 SP 030 103
Noffke, Susan E. Brennan, Marie
Action Research and Reflective Student Teaching at UW-Madison: Issues and Examples.
Pub Date—Feb 88
Note—35p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Action Research, Classroom Observation Techniques, Classroom Research, *Cognitive Style, Higher Education, Holistic Approach, *Learning Strategies, Preservice Teacher Education, *Student Teachers, *Theory Practice Relationship
This paper outlines some of the issues that emerged from guiding student teachers through the experience of conducting action research. Action research was used a a way of working toward a student teaching experience that would provide opportunities and structures to facilitate and enhance the students' development as reflective teachers. Several different approaches were used in introducing action research to student teachers. To clarify their thinking, it was emphasized that the study was a means of obtaining and applying practical results to specific classroom situations. Students were also given some insight into data-gathering and observation as ways to develop their reflective teaching practices. In a discussion on how the student teachers were helped to reflect within their action research, a description is given of the "cosmic egg," a teaching tool developed to aid critical reflection by emphasizing the interrelatedness of all dimensions of an educational issue. The final section of this report considers issues that emerged from the experience of student teacher practice of action research. The appendices include a list of projects undertaken by the students, a diagram of the "cosmic egg," examples of action research reports written by student teachers, and a list of resources on using action research. (JD)

ED 292 794 SP 030 104
Packard, Richard D. Dereshiwsky, Mary I.
Evaluation Research. Study of the Effects of a Career Ladder Intervention Program with Focus on the Production & Outcomes in Student Achievement.
Pub Date—30 Apr 88
Note—14p.; Paper presented to the Arizona Educational Research Association for the Conference

on Partnerships in Education (April 30, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Career Ladders, Elementary Secondary Education, *Prediction, *Program Effectiveness, *Program Evaluation, *Research Methodology, State Programs
In 1984, Arizona governmental officials began studying a social problem plaguing both the state and country for many years: "Does a teacher incentive program enhance the profession and student achievement?" Research and evaluation has been underway for over 3 years and is focusing on the parameters of a model which will be reported to policy makers in 1989 to determine future state-wide expansion. Since student achievement is a key issue of policy research, the following methodologies for its study have been devised: (1) pre-test, post-test, gain score elements; (2) multivariate regression model; (3) canonical correlation; and (4) qualitative matrix paradigm. The first goal of the analysis will be to assess the magnitude and direction of gain scores for selected student achievement measures within individual districts. Secondly, a predictive model will be developed within selected districts which will attempt to link multiple district-specific student achievement and teacher performance measures, while controlling for possible pre-existing extraneous influences on student performances. (Author/JD)

ED 292 795 SP 030 106
Callaway, Rolland
A Study of Teachers' Planning.
Pub Date—Apr 88
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, *Curriculum Development, Elementary Secondary Education, Instructional Effectiveness, Lesson Plans, *Planning, *Teachers, Teaching Methods, *Units of Study
The purpose of this research was to study the decisions which experienced teachers would make in planning a new unit of curriculum and instruction. The study focused on unit planning in the context of the total scheme of teacher planning, i.e., yearly, term or semester planning, unit planning, weekly planning, and daily lesson planning. Seventy-six experienced elementary and secondary teachers were asked to plan a unit, listing in chronological order the planning decisions made prior to the beginning of the unit, and decisions that would be made as the unit was being taught. An analysis of the results summarizes the following points: (1) the major concern in unit planning appeared to be the question of what content is to be included in a general sense, and where this fits into the district and textbook curriculum; (2) the second concern was what resources and materials would be readily handy; (3) there was indication of the need for evaluation, but in a typical test approach; and (4) there was not much evidence that great consideration would be given to student interests and motivation in planning. (JD)

ED 292 796 SP 030 107
Lynch, James
Race, Class, Gender and the Teacher Education Curriculum.
Pub Date—87
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affirmative Action, Foreign Countries, Higher Education, *Holistic Approach, *Multicultural Education, Policy Formation, Preservice Teacher Education, *Racial Bias, *Sex Bias, *Teacher Education Curriculum, Teacher Educators
Identifiers—*England
This paper outlines a holistic approach to the introduction of multicultural teacher education in an institution centrally committed to combating prejudice in its policies, procedures, and practices. The components of a holistic approach are described as: (1) discourse with the community; (2) the preparation of a policy statement; (3) recruitment of faculty; (4) recruitment of students; (5) resources; (6) links with schools; (7) the curriculum; (8) teaching-/learning strategies; and (9) assessment and evaluation approaches. At all stages, the interrelationship of these various components is underlined, and the role of cross-course coordinators is particularly emphasized. Drawing on work from the United States, an initial typography of professional development needs for teacher educators is proposed, comprising contextual, affective, cognitive, pedagogical, consequential, and experiential dimensions, at individual, institutional, and systemic levels. The stages in the development of multicultural teacher education are indicated, and the need for a systematic, normative, re-educative approach congruent with democratic values is underlined. (Author/JD)

ED 292 797 SP 030 108
Skeel, Dorothy J. Neely, Ann M.
How Do We Prepare Teachers? Using Research Problem Solving and Technology To Improve Teacher Education.
Pub Date—Apr 88
Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Evaluative Thinking, Higher Education, Preservice Teacher Education, *Problem Solving, *Program Development, *Research Utilization, Student Teaching, *Teacher Education Programs, Teacher Effectiveness, *Theory Practice Relationship
Identifiers—Vanderbilt University TN
After assessing its programs and teacher education research, it was decided by the Peabody College of Vanderbilt University that the ultimate goal of the programs would be to develop teachers who would be problem solvers who were able to assess each unique classroom situation and select from alternative strategies the strategy that is the "best fit." Using four phases of problem-solving: (1) understanding; (2) planning; (3) carrying out the plans; and (4) looking back, changes were made in the teacher education program. This report describes each of these phases, listing the objectives as developed and the research findings to be utilized with each one. Some of the objectives are clustered as they relate to one another. To better clarify the utility of the research findings in carrying out the objectives, direct quotes from significant research studies are provided. In discussing the implementation phase of this program development, descriptions are given of a series of videotapes of classroom scenes that were used prior to the time when preservice students went into classes for practicum experiences. A discussion is presented on the importance of the "looking back" phase in problem solving, which offers an opportunity to reflect, evaluate and generalize both the problem and the solution, and relates the problem to others that incorporate it into the repertoire of solved problems. References are included and a sample practicum observation form is appended. (JD)

ED 292 798 SP 030 112
Sunal, Dennis W.
Effects of Intervention Instruction Using Cognitive Modification Techniques on Teacher Perception and Behavior.
Pub Date—Apr 88
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Document may not reproduce well.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, *Cognitive Mapping, *Cognitive Processes, *Formal Operations, Higher Education, Intellectual Development, *Piagetian Theory, Problem Solving, *Schemata (Cognition)
Research involving cognitive modification and using intervention instruction in general prerequisite cognitive processes has shown that significant and long-term results are possible. Use of intervention instruction involving prerequisite data gathering skills with teachers has been successful in improving ability to use probing questions in classroom discussions, giving clear and concise directions, in solving formal operational level problems and involvement of students in decision making. The problem investigated in this study was to determine the effects of intervention instruction in cue attendance on teacher performance in analysis and modification procedures of classroom lesson plans. Included in the intervention instruction and followup lesson plan activities were detail attendance, information search questions, hypothesis generation and designing strategies for hypothesis testing. The 189 participants in the research project, all final-year secondary education majors, were divided into three groups. Each group was given the same experiences except for the treatment variable. Pretesting involved critique of a classroom lesson for one group, a Piagetian Task Assessment for the second, and only introductory remarks for the third group. A detailed description is presented of the assignments, treatment, and treatment rationale for each group. An analysis of the results includes discussion of implications for teacher education techniques. (JD)

ED 292 799 SP 030 113
Olson, John K.
Through the Looking Glass: Towards Thicker Description of Teaching.
Spons Agency—Ontario Dept. of Education, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—Apr 88
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavior Change, *Behavior Patterns, *Classroom Environment, Classroom Observation Techniques, Classroom Techniques, *Computer Assisted Instruction, Elementary Secondary Education, Foreign Countries, Microcomputers, *Teacher Attitudes, *Teacher Student Relationship
A "thick" description of teaching is referred to as the uncovering of the meaning of what is being said or done by knowing the structure in which it is said or done. In this ethnographic study of teachers' experiences with microcomputers in their classrooms, George Kelly's (1955) personal construct theory was used to develop a clinical interview strategy based on the idea that how teachers deal with a change is dependent on how they construe classroom life. It is posited that teachers have well established practices for conducting life in their classrooms which allow the business of the class to be done. Computer-based learning threatens those routines and causes routines to be re-appraised. How teachers use computers and how they construe their experience cannot be properly understood without knowing the backdrop of everyday classroom routines and what they say about how a teacher interacts with the students in the context of the classroom. Using Kelly's method, two teachers were asked to construe classroom events involving computers and some insight was gained into the way they thought about their experiences with microcomputers. One teacher, at the elementary level, was just beginning to imagine how computers would work in the classroom. The other, at the secondary level, was already giving over some of the work of the curriculum to the computer. A report is presented of observations of the teachers' classrooms and of in-depth interviews with the teachers. (JD)

ED 292 800 SP 030 114
Pugach, Marleen C. Johnson, Lawrence J.
Peer Collaboration: Enhancing Teacher Problem-Solving Capabilities for Students at Risk.
Spons Agency—Department of Education, Washington, DC.
Pub Date—6 Apr 88
Grant—G008530153
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Ability, *Behavior Problems, Elementary Secondary Education, *High Risk Students, *Learning Disabilities, Problem Solving, Special Education, *Teamwork
Identifiers—Collegiality
This paper presents results of an investigation designed to examine the effectiveness of a structured problem-solving process entitled peer collaboration to assist general classroom teachers in developing and implementing alternative interventions focused

on the needs of students with mild learning and behavior problems. Forty-eight teachers from southeastern Wisconsin and central Illinois, teaching in elementary through junior high classes, were in the intervention group. Forty-three elementary school teachers from the same regions were in the comparison group. Data indicate that teachers in the intervention group increased their tolerance for the range of cognitive abilities their idealized teachable pupils might exhibit as measured by the Teachable Pupil Survey (Kornblau, 1982). Using the peer collaboration process, teachers reconceptualized their understandings of classroom problems and were generally able to generate a wide variety of successful individual interventions to address identified learning and behavior problems. (Author)

ED 292 801 SP 030 115
Rud, Anthony G., Jr.
Developing Teacher Knowledge for Professional Renewal: A State Professional Development Perspective.
Pub Date—Apr 88
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Continuing Education Centers, Epistemology, *Humanistic Education, *Inservice Teacher Education, *Intellectual Development, Liberal Arts, *Summer Programs
Identifiers—*Center for the Advancement of Teaching NC, Collegiality
The purpose of the North Carolina Center for the Advancement of Teaching is to recognize and enhance teaching as an art and as a profession, by providing career school teachers with opportunities to study advanced topics in the sciences, arts, and humanities, to engage in informed discourse, and otherwise to pursue scholarly interest. The Center serves teachers from every grade and subject, and from every area of the state through interdisciplinary seminars. The long-range objectives of the Center are to reward excellence in teaching, provide an opportunity for intellectual renewal, and retain outstanding teachers. The program at the Center concentrates on the personal and intellectual renewal of teachers through seminars, support of teacher-initiated research and artistic production, and the development of a statewide colleague network. Descriptions are given of several seminars, illustrating how the Center's objectives of encouraging the intellectual growth of the participants are being met and extended. (JD)

ED 292 802 SP 030 117
Sunal, Dennis W.
Cognitive Modification as Intervention for Increasing Basic Skills in Classroom Planning and Teaching.
Pub Date—Apr 88
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Abstract Reasoning, *Cognitive Processes, Critical Thinking, Decision Making, *Formal Operations, Higher Education, *Logical Thinking, Preservice Teacher Education, *Schemata (Cognition), *Teacher Effectiveness
Identifiers—*Thinking Skills
One formal operational schema, hypothetical-deductive reasoning, is seen as most important to effective decisionmaking in planning and carrying out classroom lessons. While it is clear that formal thought schema are widely used in teaching, it is also understood that these reasoning schema are themselves dependent upon the more fundamental cognitive processes. Prerequisite development includes, among other foundation processes, information processing skills which facilitate predecision actions through more efficient or increased sensitivity, receptivity, and use of internal and external stimuli. The problem investigated in this study was to determine the effects of intervention training in cue attendance on preservice teacher performance in observing details, asking questions, constructing alternative hypotheses, analysis of classroom teaching, and planning and teaching a classroom content unit. Included in the intervention instruction and in the dependent variables were detail attendance, information search questions, hypothesis generation, and designing strategies for hypothesis testing. Results of the study supported the hypothesis that teacher education courses focusing, at least partially, on prerequisite cognitive processes can increase teaching effectiveness. (JD)

ED 292 803 SP 030 124
Vogel, Paul Seefeldt, Vern
Program Design in Physical Education: A Guide to the Development of Exemplary Programs.
Report No.—ISBN-0936157-29-1
Pub Date—Mar 88
Note—84p.
Available from—Benchmark Press, Inc., 8435 Keystone Crossing, Suite 175, Indianapolis, IN 46240 ($13.95).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—*Educational Objectives, Elementary Secondary Education, Higher Education, Instructional Effectiveness, Material Development, Outcomes of Education, *Physical Education, Preservice Teacher Education, *Program Design, *Program Development, *Program Evaluation
Designed for use by physical educators in school districts and preservice education programs in colleges and universities, this book provides a set of procedures and forms that promote systematic planning, implementation, and evaluation of K-12 physical education programs from "instructional inputs on activities" to "student outcomes." The following chapters comprise the table of contents: (1) need for exemplary physical education programs; (2) program design: an overview of the outcomes and procedures; (3) contributions of physical activity to well-being; (4) development of relevant and defensible goals and objectives; (5) development of program and instructional objectives; (6) organization of the K-12 curriculum; (7) design of effective instruction; (8) development of instructional resource materials; (9) evaluation of student status and progress; (10) program evaluation and improvement; (11) summary; (12) appendices A-J. (JD)

ED 292 804 SP 030 125
Pica, Rae
Dance Training for Gymnastics.
Report No.—ISBN-0-88011-306-5
Pub Date—25 May 88
Note—160p.
Available from—Leisure Press, PO Box 5076, Dept. 513, Champaign, IL 61820 ($20.00).
Pub Type— Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—*Body Image, *Dance Education, Elementary Secondary Education, *Gymnastics, Motor Development, *Movement Education, *Psychomotor Skills
This book views gymnastics as both sport and art and provides gymnasts with an introduction to the types of dance training that can enhance their performances. Dance training routines that incorporate several dance styles are presented to help gymnasts acquire polish, prevent injuries, improve their body alignment, express their creativity, and develop their own style. The most common steps and movements from ballet, modern dance, folk dance, and jazz dance are described and illustrated. The origins of their dance steps are discussed and it is explained how to apply them to gymnastics. Definitions are included, as well as checklists, and sample class outlines. (JD)

ED 292 805 SP 030 126
Burke, Edmund R., Ed. Newsom, Mary M., Ed.
Medical and Scientific Aspects of Cycling.
Report No.—ISBN-0-87322-126-5
Pub Date—88
Note—266p.; Proceedings of the 1986 World Congress on the Medical and Scientific Aspects of Cycling (Colorado Springs, CO, September 2-3, 1986).
Available from—Human Kinetics Books, Box 5076, Champaign, IL 61820 ($28.00).
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors—Aerobics, *Bicycling, *Biomechanics, *Biomedicine, Equipment, *Injuries, Kinetics, *Mechanics (Process), Nutrition, Physiology, Psychological Studies, *Research Utilization, Training Methods
The 24 contributions to this volume were written by coaches, sport scientists, and medical authorities who surveyed recent research on biomechanics, physiology, psychology, nutrition, treatment of injuries, and training techniques for cyclists. There are four sections: (1) biomechanics and physiology; (2) research: techniques and results; (3) injuries; and (4) vehicle design. (JD)

ED 292 806 SP 030 132
Kwiat, Judy
A Peer Coaching Model for Teachers of Limited English Proficient Students.
Pub Date—7 Apr 88
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *English (Second Language), Inservice Teacher Education, *Language Teachers, Limited English Speaking, *Program Effectiveness, Program Implementation, *Staff Development, Students, *Teacher Improvement, Teaching Methods
Identifiers—*Peer Coaching
This paper examines the hypothesis that teachers can experience significant positive changes in teaching behaviors given an appropriate peer coaching staff development program which ensures accountability, support, companionship, and specific feedback in manageable chunks over an extended period of time. A discussion of the effectiveness of different types of teacher training, the process of coaching, and the characteristics of peer partners includes the implications of coaching for teachers of limited English proficient students. A description is given of a study that implemented a peer coaching model of staff development for mainstream classroom teachers, bilingual education teachers, and English as a second language teachers of students in grades K through 12. The treatment is uniform across teacher groups. Intensive training occurred over a 3-day period at a central location, and is being followed by in-district implementation over a 6-month period. The data presented in this paper reflect preliminary findings after 3 months of implementation. (JD)

ED 292 807 SP 030 162
Bain, Linda L.
The Social Construction of Biological Knowledge.
Pub Date—Apr 87
Note—18p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987). Document may not reproduce well.
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Brain Hemisphere Functions, Curriculum Development, *Data Interpretation, Health Education, Information Dissemination, *Physical Education, *Research Utilization, Sex Differences, *Social Values
Identifiers—*Health Promotion
The influence of biological science research on the development of physical education curriculum is examined in this paper. The social construction of scientific knowledge is described as occurring in the selection of problems to be studied, the collection and interpretation of data, the dissemination of results, and the educational uses of knowledge. Each of these aspects of the social contruction of biological knowledge as they apply to physical education is examined. Two topics serve as examples of the relationship between biological science research and physical education curriculum: mind-body dualism, and sex differences in performance. The significance of recent research on cerebral hemispheres for understanding of the movement experience is cited as one example. As the second example, the risk that research on gender differences in performance may reinforce the ideology of male superiority is pointed out. In considering the dissemination and application of knowledge, the question is raised of the dangers implicit in the sometimes fallacious interpretation of research on obesity being disseminated as fact in some health promotion endeavors. (JD)

ED 292 808 SP 030 169
Guskey, Thomas R.
Bloom's Mastery Learning and Hunter's Mastery Teaching: Complement or Conflict.
Pub Date—Apr 88
Note—15p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Behavioral Objectives, Feedback, *Instructional Improvement, Learning Strategies, *Mastery Learning, *Teacher Effectiveness, Teaching Methods
Identifiers—*Blooms Mastery Teaching Strategy, *Hunter Instructional Model
This paper describes the basic elements of Mastery Learning, as outlined by Benjamin S. Bloom, and Mastery Teaching, as outlined by Madeline C. Hunter. It shows that while these two instructional approaches are clearly distinct, they can actually serve as complements to one another. In addition, each can bring added strength to the other such that when used in combination, results are likely to be better than either can achieve alone. Implications for staff development and instructional improvement programs in general are also discussed. (Author)

ED 292 809 SP 030 170
Grimellini Tomasini, N. Pecori Balandi, B.
Conceptual Change and Science Teacher Training: A Constructivist Perspective.
Pub Date—Apr 88
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Concept Formation, Elementary Secondary Education, Foreign Countries, Inservice Teacher Education, *Learning Strategies, Research Utilization, *Science Teachers, *Teaching Styles, *Training Methods
Identifiers—Italy, *Posner Conceptual Change Model
A discussion is presented on the development and implementation of two inservice training programs for science teachers which were based on a "constructivist perspective" which is based on the belief that knowledge (in an individual) is always a personal construction. Within this framework, the programs involved the development of both teaching strategies aimed at fostering in the pupils the construction of new knowledge in science, and of training activities aimed at fostering in the teachers the construction of a new teaching style. A description is given of the details of the two inservice training programs, the first of which lasted for 5 years and was devoted to inservice science teachers in the middle school level. All were graduated in mathematics or physics, chemistry, biology, or natural sciences. The second, most recent program, was devoted to elementary school teachers who had received very little training in science at the preservice level. (JD)

TM

ED 292 810 TM 011 080
Tollefson, Nona Tripp, Alice
The Effect of an Exclusion Item Format on Item Difficulty and Item Discrimination.
Pub Date—[86]
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, *Difficulty Level, *Discriminant Analysis, Graduate Students, Higher Education, *Item Analysis, *Multiple Choice Tests, Test Construction, *Test Format, Test Items
The item difficulty and item discrimination of three multiple-choice item formats were compared in experimental and non-experimental settings. In the experimental study, 104 graduate students were randomly assigned to complete one of three forms of a multiple-choice test: (1) a complex alternative ("none of the above") as the correct answer; (2) a complex alternative as a foil; and (3) a one-correct answer format. Statistical concepts were then content tested. Analysis of variance showed significant mean differences in the item discrimination indices for the three item formats. Items having "none of the above" as the correct answer had a significantly higher mean discrimination index than did the other two item formats. There was no significant difference in the mean item difficulties for the three item formats. The non-experimental study compared the item characteristics of multiple-choice items administered as a final examination in a first-year graduate statistics course, using 44 graduate students. A significant difference in mean item difficulty was observed; the mean difference in item discrimination values was not significant. (Author/SLD)

ED 292 811 TM 011 115
Corbett, H. Dickson Wilson, Bruce L.
Study of Statewide Mandatory Minimum Competency Tests.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—30 Nov 87
Note—119p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, Administrator Attitudes, Educational Change, Educational Testing, Elementary Secondary Education, *Minimum Competency Testing, School Districts, School Personnel, School Surveys, *State Legislation, State Programs, Student Evaluation, *Teacher Attitudes, Testing Programs
The reactions of local educators (teachers, principals, and central office personnel) to the initiation of statewide mandatory minimum competency tests and the effects of implementing these testing programs were studied. Variations among school districts within two states were considered. Items from a survey of individual educators were combined into scales measuring local system adjustments. Scales were used to study a "low stakes" state, where relatively minor consequences depended on student performance, and a "high stakes" state where graduation depended on passing the tests. The program had the greatest impact in the high stakes situation. For individual districts, a high stakes strategy had desirable consequences as long as the districts were not under too much pressure. District variations were also a result of the perceived political climate between the district and state department. Some positive results attending the state testing programs include better definition of curriculum, availability of additional information on students, and perception that students' skills increased. Data are summarized in charts in an appendix, and the survey questionnaire is also appended. (SLD)

ED 292 812 TM 011 120
Allina, Amy And Others
Beyond Standardized Tests: Admissions Alternatives That Work.
National Center for Fair and Open Testing (FairTest), Cambridge, MA.
Pub Date—Nov 87
Note—19p.
Available from—National Center for Fair and Open Testing Inc., P.O. Box 1272, Harvard Square, Cambridge, MA 02238 ($5.50 postpaid; quantity-call for quote).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Admission Criteria, College Admission, *College Entrance Examinations, Colleges, Higher Education, Prerequisites, School Policy, *Standardized Tests, Test Bias, *Testing Programs
Seven schools that have re-evaluated their needs for standardized college admissions examinations were studied to explore their admissions and innovative testing policies. The schools include: (1) Bates College in Lewiston, Maine; (2) Bowdoin College in Brunswick, Maine; (3) Harvard Graduate School of Business Administration in Cambridge, Massachusetts; (4) Johns Hopkins University School of Medicine in Baltimore, Maryland; (5) Massachusetts Institute of Technology in Cambridge; (6) Middlebury College in Vermont; and (7) Union College in Schenectady, New York. Each school has moved away from reliance on standardized tests; the reaction in all has been overwhelmingly positive. Adjusting testing policies at these institutions was intended to reduce test panic and test preparation time, lessen students' fears about their own achievements, and help eliminate cultural and gender biases. Schools in this study evaluated tests for their relevance and found alternatives to heavy reliance on the Scholastic Aptitude Test, the Graduate Management Admissions Test, and the Medical Colleges Admissions Test. (SLD)

ED 292 813 TM 011 125
Foshay, Wellesley R.
What We Know (and What We Don't Know) about Training of Cognitive Strategies for Technical Problem Solving.
Pub Date—Apr 87
Note—18p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algorithms, *Cognitive Processes, Cognitive Psychology, Heuristics, Instructional Effectiveness, Learning Theories, *Problem Solving, Schemata (Cognition), *Task Analysis
Identifiers—*Troubleshooting
The topic of teaching troubleshooting is examined as an example of the teaching of cognitive strategies for technical problem solving. The traditional behavioral approach to teaching troubleshooting has essentially been algorithmic. Recent cognitive research suggests an approach founded first on task analysis and characterized by: (1) analysis of the symbol system used; (2) representation of the system under study; (3) identification of failure modes; (4) specific solution algorithms; and (5) derived heuristics which may be applied to guide linking of the detailed solution algorithms. Instructional strategies then would be developed for each of these areas. The teaching of troubleshooting for IBM's CICS application programming system is given as an example of the practical application of these principles. Much remains to be confirmed about teaching troubleshooting. Research on the learning psychology side of the cognitive field has surpassed research on the instructional psychology side. An instructional psychology should be developed using cognitive psychology as a basis. (SLD)

ED 292 814 TM 011 183
Barrios, Nina B. Foster, Garrett R.
Utilization of Evaluation Information: A Case Study Approach Investigating Factors Related to Evaluation Utilization in a Large State Agency.
Pub Date—Oct 87
Note—34p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Evaluation Methods, *Evaluation Utilization, *Information Utilization, Program Evaluation, *Scaling, State Agencies, Statistical Analysis, Use Studies
Identifiers—Equal Interval Scoring
The use of evaluation information in a large state agency was investigated through a case study approach. Utilization was measured through a scaling procedure considering the status of recommendations within a report and the extent of influence of the evaluation of the status. The scaling procedure, the equal-appearing interval method, used judgments of 15 experienced evaluators to obtain scale values for the relative importance of varying combinations of status and influence in the overall assessment of the effectiveness of evaluation information. The scale was tested on 11 reports from a state human services agency. Four of these were selected for in-depth case study. The contrast of one high utilization and three low utilization situations gave a basis for assessing the value of predictor factors. The scale appeared to function as intended, discriminating between varying levels of utilization. Findings also indicate that the content of evaluation information is an important factor in utilization. Five appendices include statistical data, the survey instrument, category definitions and response form, and the organization of variables for interviews and analysis. (SLD)

ED 292 815 TM 011 186
DuBois, Jeanne Mitchell
Recognition and Intervention of Interfering Test Anxiety: An Annotated Bibliography.
Pub Date—18 Nov 87
Note—37p.; Exit project, Indiana University at South Bend.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Coping, *Educational Diagnosis, Elementary Education, *Elementary School Students, *Intervention, Learning Strategies, Stress Management, *Test Anxiety, Test Wiseness

An annotated bibliography of 33 studies on recognition of and intervention into test anxiety (TA) for elementary school students (grades 1 through 8) is provided, and the research results are analyzed. Focus is on increasing the ability of educators to recognize students experiencing TA and to examine methods of reducing its effects. A basic premise is that students experiencing TA do not perform to their potential, resulting in an underestimation of their abilities by educators. The bibliography covers visible and invisible indicators of TA and methods of intervening to reduce or eliminate TA. The intervention methods include adaptations of the testing situation, learning strategies, test-wiseness instruction, and coping skills instruction. The annotated titles are listed alphabetically by author within each indicator and method section. The bibliography does not cover cultural variables, differences related to age and gender, or physiological effects. A glossary of terms is included. (TJH)

ED 292 816 TM 011 192

Firestone, William A.

Meaning in Method: The Rhetoric of Quantitative and Qualitative Research.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date—[86]

Note—22p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Leadership, Methods, Outcomes of Education, Principals, *Qualitative Research, Research Methodology, *Rhetoric, *Statistical Analysis

The current debate about quantitative and qualitative research methods focuses on whether there is a necessary connection between method-type and research paradigm that makes the different approaches incompatible. This paper argues that the connection is not so much logical as rhetorical. Quantitative methods express the assumptions of a positivist paradigm, which holds that behavior can be explained through objective facts. Design and instrumentation persuade by showing how bias and error are eliminated. Qualitative methods express the assumptions of a phenomenological paradigm, which presupposes that there are multiple realities that are socially defined. Rich description persuades by showing that the researcher was immersed in the setting and giving the reader enough detail to make sense of the situation. While rhetorically different, the results of the two methodologies can be complementary. An analysis of two studies into the relationship of leadership on the part of school principals to organizational outcome indicates that there is an aesthetic connection between method types and paradigms, and it suggests some salient differences distinguishing qualitative and quantitative studies. (Author/TJH)

ED 292 817 TM 011 193

Wiley, Patricia Davis Boser, Judith A.

A Comparison of Reading Scores with Other Academic Measures among Students in Two Post-Baccalaureate Teacher Preparation Programs: A Research Study.

Pub Date—13 Nov 87

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, Higher Education, Reading Tests, Scores, Teacher Certification, *Teacher Education, Teacher Education Programs, Teacher Interns

Identifiers—*National Teacher Examinations, *Pre Professional Skills Tests

A study involving two groups of graduate teacher-education students was undertaken to compare the effectiveness of traditional post-baccalaureate teacher training with that of a funded, innovative, selective program for liberal arts graduates known as the Lyndhurst Program. The performance of these two groups of subjects on the Pre-Professional Skills Test (PPST) and the National Teachers Examination (NTE) was compared. The program was implemented at the University of Tennessee at Knoxville and Memphis State University. Upon being selected for the Lyndhurst Program, fellows participate in an intensive summer academic program followed by a year-long internship in a public school. Additional course work and seminars taken during the year complete the program. A teacher in the intern's school and a faculty member from the college of education and a faculty member from the student's major content area act as mentors. In addition to the 18 Lyndhurst fellows, the 1986-87 study included 21 students from a more traditional program. Data were obtained from the subjects via the reading subtest of the PPST, the communication skills subtest of the NTE, grade point averages, and undergraduate major/certification information. Data analyzed via Mann-Whitney tests, stepwise multiple regression analyses, and Spearman correlation coefficients indicated few significant differences across groups. (TJH)

ED 292 818 TM 011 194

Roth, Rodney

The Differences between Teachers and Teacher Educators When Judging the NTE Professional Knowledge Test To Determine a Cut-Score.

Pub Date—Nov 87

Note—10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cutting Scores, Elementary Secondary Education, Higher Education, Item Analysis, Standardized Tests, Teacher Attitudes, *Teacher Certification, Teacher Education Curriculum, Teacher Educators, *Test Validity

Identifiers—*National Teacher Examinations

A study involving 29 teachers and 21 teacher educators was conducted to determine whether differences occur between the two groups on a cut-score study of the National Teacher Examination (NTE) Professional Knowledge Test. The 50 professionals were the judges for a validation and cut-score study prior to implementing use of the NTE for initial certification in Arkansas. The teachers assessed each test item for its job-related relevance to determination of minimum teacher qualification and estimated the percent of minimally qualified candidates who would correctly answer the item. The teacher educators judged each item with respect to content coverage in the teacher education curriculum and made the same estimates as did teachers concerning the percent of minimally qualified candidates who would correctly answer the item. Results indicate that: (1) 91 of the 105 items were considered valid; (2) mean percent estimates for teachers were larger than those for teacher educators on 87 of the 91 items; and (3) the difference between the cut-score for teacher educators and the combined groups was quite small. (TJH)

ED 292 819 TM 011 195

Price, Elsa C.

The Effectiveness of Stress Management and Test-Taking Workshops in Reducing Test Anxiety of Community College Students.

Pub Date—Nov 87

Note—26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). Appendices contain small print.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, College Students, Mnemonics, Multiple Choice Tests, Relaxation Training, Seminars, Standardized Tests, *Stress Management, *Test Anxiety, Test Coaching, Test Wiseness, Time Management, Two Year Colleges, Workshops

Identifiers—Pre Nursing and Guidance Examination

A study was conducted to determine the effectiveness of a Stress Management Seminar and a Test-Taking Skills Workshop in improving the scores of pre-nursing and guidance examinees at Wallace Community College in Dothan, Alabama. The 73 subjects took the Pre-Nursing and Guidance Examination (PNGE) in June 1984, September 1984, or January 1985. Forty subjects attended both the seminar and the workshop, while the remainder attended only the workshop. Skills addressed during the workshop included methods of answering multiple-choice questions using qualifiers, general study tips involving mnemonics, and time management techniques. Techniques presented during the seminar included deep breathing, cognitive restructuring, muscle relaxation, cue-controlled relaxation, and visual imagery. Data were collected via the Test Anxiety Scale, the Cognitive Interference Questionnaire, and scores on the PNGE, which is a norm-referenced test developed by the National League for Nursing. Results indicate that the treatments provided in the workshop and seminar for the time period allotted were not significant in reducing test anxiety. A 49-item bibliography is included. (TJH)

ED 292 820 TM 011 196

Staik, Irene M.

Factor Analysis of the Omega Scale: A Scale Designed To Measure the Attitudes of College Students toward Their Own Deaths and the Disposition of Their Bodies.

Pub Date—11 Nov 87

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, Beliefs, *College Students, *Death, Factor Analysis, Higher Education, Item Analysis, Religion, *Student Attitudes, Test Validity

Identifiers—Funerals, *Omega Scale

A study was undertaken to provide a factor analysis of the Omega Scale, a 25-item, Likert-type scale developed in 1984 to assess attitudes toward death and funerals and other body disposition practices. The Omega Scale was administered to 250 students enrolled in introductory psychology classes at two higher education institutions in Alabama. Demographic data, including a statement of each subject's religiosity, were also collected from the subjects. A principal component analysis and varimax rotation analysis of the Omega Scale data yielded four meaningful factors, as follows: (1) nontraditional, secular funeral preference accounted for 17.4 percent of the variance; (2) personal funeral arrangement preference accounted for 9.1 percent of the variance; (3) traditional funeral preference accounted for 8.7 percent of the variance; and (4) preferred disposition of the body accounted for 6.0 percent of the variance. Results indicate that the Omega Scale accurately measures students' attitudes in four different areas concerning death and body disposition. Several scale items need to be revised and/or omitted. A copy of the Omega instrument is appended. (TJH)

ED 292 821 TM 011 199

Tibbetts, Katherine A. Heath, Robert W.

College Board Performance: Hawaii, the Least Literate State Relative to Resources.

Spons Agency—NOMOS Inst., Berkeley, Calif.

Pub Date—Jan 87

Note—21p.; Paper presented to the Hawaii Educational Research Association (January 21, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, Aptitude Tests, *College Entrance Examinations, College Preparation, Higher Education, Mathematics Achievement, Performance, Scores, *Verbal Ability

Identifiers—*Hawaii, *Scholastic Aptitude Test

The performance of Hawaii's students on the College Entrance Examination Board's Scholastic Aptitude Test (SAT) was assessed in the course of a reanalysis of data presented in a 1985 article by E. B. Page and H. Feifs. Separate analyses were conducted on the verbal and math scores used as criterion variables. The predictor variables included the proportion of high school graduates taking the SAT, the proportion of all students who are not Black or Hispanic, student-teacher ratio, teacher salary, per-student expenditure, the proportion of state per-capita income spent on education, average income, and employment rate. Results indicate that, given its resources, Hawaii is the least successful of all the states in preparing its students, regardless of whether they attend private or public school, for higher education. This unfortunate finding is almost wholly can be attributed to student performance on the verbal portion of the SAT; Hawaii's students perform well in relation to other students in the United States on the math portion of the SAT. (TJH)

ED 292 822 TM 011 200

Ho, Hsiu-hwung

Methodology and Critical Thinking.
Pub Date—[87]
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Creative Thinking, *Critical Thinking, Evaluative Thinking, Higher Education, Logical Thinking, *Scientific Methodology

Many different courses are offered at the college level to promote critical thinking. Teachings in critical thinking without a proper reflection on methodological foundations can be useless. Reflection upon inductive and deductive methodologies of thinking is necessary to the development of critical thinking abilities. It must be remembered that the aim of critical thinking education is to advance effective thinking, productive thinking, creative thinking, and problem solving. Future efforts in the area of critical thinking education should focus on questions of value and value judgments, distinctions between reality and ideologies used to explicate reality, an understanding of the evolutionary nature of rationality and methodology, and the role of philosophy in the teaching and learning of critical thinking. (TJH)

ED 292 823 TM 011 201
Melancon, Janet G. Thompson, Bruce
Measurement Characteristics of a Test of Field-Independence: Literature Review and Development of the Finding Embedded Figures Test.
Pub Date—11 Nov 87
Note—70p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cognitive Style, Computer Assisted Testing, *Field Dependence Independence, Multiple Choice Tests, *Perception Tests, *Psychological Testing, Test Construction
Identifiers—*Group Embedded Figures Test (Witkin)

This paper reviews the research literature regarding the importance of Witkin's theory of psychological differentiation, particularly the research on measures of field independence using perceptual disembedding tasks. The first phase of development of a multiple-choice perceptual disembedding measure, the Finding Embedded Figures Test, is reported. The literature exploring the origins of cognitive style differences is also summarized. The paper reports research evaluating the quality of a new pool of items that can be used in multiple-choice, machine-scorable measures of field independence. Most previous research has utilized the Group Embedded Figures Test, a supply-format test requiring judgments to be made in assigning scores. Results are interpreted in the development of two forms of the new measure. An extensive bibliography is appended. (Author/TJH)

ED 292 824 TM 011 202
Head, L. Quinn
The Presentation of Statistical Analysis of "Alabama Initial Certification Test" Data as Supportive Evidence for NCATE Accreditation.
Pub Date—19 Nov 86
Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accreditation (Institutions), College Students, Early Childhood Education, *Educational Assessment, Elementary Secondary Education, Higher Education, Physical Education, Special Education, *Teacher Certification, Teacher Education
Identifiers—Alabama Initial Certification Test, *National Council for Accreditation of Teacher Educ

The National Council for Accreditation of Teacher Education (NCATE) requires that an institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates. This empirical study illustrates how statistical analyses of data obtained from the inception of the "Alabama Initial Certification Test" (AICT) of 590 undergraduates at a state institution can be presented as supportive evidence in fulfilling the NCATE expectations. The Kruskal-Wallis One-Way Analysis of Variance procedure was selected as the test statistic to analyze the data obtained from each of the four AICT subtests based on the following four educational areas: (1) early childhood/elementary education; (2) secondary education; (3) special education; and (4) physical education. The Mann-Whitney U-Test was used to determine which groups differed from other groups. Results indicate significant differences in mean ranks of various groups across areas tested. (TJH)

ED 292 825 TM 011 203
Haines, Joyce Turner, Susan D.
Writing to Read Program. Annual Evaluation Report.
Pub Date—Aug 87
Note—56p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Assessment, Kindergarten, Outcomes of Education, Parent Attitudes, Primary Education, *Program Evaluation, Reading Instruction, *Reading Programs, Teacher Response, Writing Instruction, *Writing Laboratories
Identifiers—*Florida (Tampa), Writing to Read Program

In 1986-87, the Writing to Read (WTR) program was piloted in kindergarten classes of four elementary schools in Tampa, Florida. Under the direction of their teachers and the WTR aide, kindergartners worked in the WTR laboratory for 1 hour per day. Students moved through the five-station laboratory where they learned and practiced phonetic, reading, and writing skills. A comprehensive program evaluation was conducted to determine the degree and ease of implementation, teacher and parent perceptions, and short-term effects on students. Major findings from the first-year data indicate that: (1) the WTR program was implemented as intended at the four sites; (2) parents overwhelmingly favored the WTR program; (3) teacher response to the teacher training program was positive; (4) over 90 percent of the WTR teachers reported that their students were reading better than previous groups of students; (5) over 80 percent of the WTR teachers reported that their students were writing better than previous groups; and (6) student outcome measures strongly favored the WTR instructional group over a comparison group. (TJH)

ED 292 826 TM 011 204
Mitchell, Stephanie
Whitney M. Young Learning Center in the Portland Public Schools. 1986-87 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
Pub Date—Aug 87
Note—76p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*After School Education, After School Programs, Black Students, Compensatory Education, Educational Assessment, Elementary Secondary Education, Homework, *Minority Group Children, Program Evaluation, *Self Esteem, Tutoring
Identifiers—*Portland School District OR

The Whitney Young Learning Center (WYLC) is an after-school homework assistance and tutoring program for students in grades 6-12 in north and northeast Portland, Oregon. The program strives to help students achieve academic success and become self-directed learners with enhanced racial pride and self-esteem. During 1986-87, the WYLC program provided tutoring to 175 students, most of whom were from minority families. Participation increased 92 percent during 1985-86. During 1986-87, the WYLC program added special activities to develop self-esteem in Afro-American youth, who represent 80 percent of the client population. A student survey was administered to WYLC participants, and student and teacher interviews were conducted. Findings of the evaluation of the WYLC program suggest that: (1) consideration should be given to expansion of the program; (2) the WYLC should include strategies to enroll more compensatory education students and encourage participation of Chapter 1 students; (3) the WYLC should develop a plan for maintaining or increasing overall student participation; (4) the WYLC should consider the funding level of the program in approximating the number of students to be served by the program; and (5) future evaluations should provide longitudinal or other comparison data to relate improvement gains to participation in the program. (TJH)

ED 292 827 TM 011 205
Bauer, Allison J.
Academic Performance in English: A Report and Comprehensive Examination of High School Grades, Achievement Test Scores, College Level Placement, and Subsequent College Course Grades.
Pub Date—[87]
Note—62p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Academic Persistence, Achievement Tests, *College English, College Freshmen, Educational Assessment, Grade Point Average, Grades (Scholastic), Higher Education, Predictive Measurement, *Remedial Instruction, Sex Differences, Student Motivation, *Student Placement
Identifiers—*American College Testing Program

The need for remedial English education among college freshmen has increased, and there exists no standardized approach to proficiency assessment and placement among institutions of higher education. After completing freshmen English courses, 922 students attending a four-year university were assessed to determine accurate variables for use in English placement. Regression analysis involving many intellective and non-intellective variables revealed that overall grade point average accounted for a greater amount of variance in grades than did American College Test scores and English grade point average. An analysis of variance showed significant gender differences in English grades, and separate prediction equations were derived from regression analyses in order to resolve the under-prediction of females. In addition, different placement variables emerged after gender differentiation. Analysis involving many variables produced the strongest combination for proficiency assessment and level placement; however, variance in grades outside this combination was large. It is recommended that the variables of persistence and motivation be investigated. (Author/TJH)

ED 292 828 TM 011 206
Kiltinen, John O. And Others
The Michigan Mathematics Early Placement Test, 1986-87: Final Report, September 2, 1987.
Northern Michigan Univ., Marquette.; Presidents Council of State Colleges and Universities.
Pub Date—Sep 87
Note—47p.; Some pages contain small print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Guidance, College Preparation, Grade 11, Higher Education, High Schools, *Mathematics Tests, Predictive Measurement, *Student Placement, Test Reliability
Identifiers—*Michigan, Michigan Mathematics Early Placement Test

The Michigan Mathematics Early Placement Test (MMEPT) is an assessment instrument that gives 11th-grade students an appraisal of their mathematical skills in relation to college expectations. Students who take the test receive a report letter that tells them, based upon their test results, approximately where they would be placed in mathematics if they were entering college at the time of the test. The letter also describes the mathematics needs for two career fields of interest to them. Patterned after the Ohio Early Mathematics Placement Test, the MMEPT is sponsored by Michigan's Presidents Council of State Colleges and Universities and administered by the Glenn T. Seaborg Center for Teaching and Learning Science and Mathematics at Northern Michigan University. With state funding included in the Higher Education Appropriations Bill, the MMEPT was offered to all high schools in Michigan for the first time in 1986-87. Over 28,000 students from 345 of the 900 high schools took the test. This report discusses in detail the results of the MMEPT's first year. It includes 26 charts and tables, sample student letters, and sample school summary reports. (Author/TJH)

ED 292 829 TM 011 207
Rachal, Janella
Multiple Curriculum Study.
Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.
Pub Date—Mar 87
Note—183p.
Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Core Curriculum, *Curriculum Development, Curriculum Evaluation, Curriculum Research, Educational Assessment, Elementary Secondary Education, Graduation Requirements, *Mathematics Curriculum, *National Surveys, Selective Admission
Identifiers—Louisiana

During the 1985 session of the Louisiana legislature, House Concurrent Resolution No. 110 was passed requiring that the State Board of Elementary and Secondary Education study the possibility of instituting a state-wide multiple-curriculum system in Louisiana's public schools. Tasks of the resulting 19-member curriculum committee focused on a national survey of high school graduation requirements and related curriculum issues, but also included reviews of current educational literature. Specific areas of concern included graduation exit testing, core and multiple curricula content, high school diploma options, and college admission criteria. Based on the study, a step-by-step process was formulated to guide the committee in the identification and development of viable curriculum models. Conclusions and recommendations of the committee cover the following areas for Louisiana: (1) high school graduation requirements, with particular emphasis on mathematics requirements and honors/college preparatory curricula; (2) appropriateness of curricula under consideration; (3) an applied studies curriculum model; (4) a future curriculum study based on the findings of the current study; and (5) a future longitudinal study to assess the effectiveness of the curriculum implemented subsequent to completion of the committee's work. Survey forms and other survey materials summary information on responses by states are appended. (TJH)

ED 292 830 TM 011 208
Payne, David A. Hulme, Gale
The Development, Pilot Implementation, and Formative Evaluation of a "Grass Roots" Teacher Evaluation System-or-the Search for a Better Lawnmower.
Pub Date—16 Oct 87
Note—20p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Evaluation, Educational Assessment, Elementary Secondary Education, *Formative Evaluation, Media Specialists, Pilot Projects, Principals, *Program Evaluation, Program Implementation, *Teacher Evaluation, Teacher Response
Identifiers—Georgia (Atlanta)

The development, pilot implementation, and formative evaluation of a teacher evaluation system for schools in a suburb of Atlanta, Georgia, are described. The system also assessed counselors and media personnel. A committee of 17 teachers and 9 administrative personnel developed the evaluation procedures and instrumentation. A 3-year cycle, which included orientation, assessment, and evaluation phases, was instituted for each teacher. Four schools were involved in the pilot project. Instruments used included an administrator activity log for principals and selected others, a teacher assessment instrument, a teacher survey, and teacher interviews. Results provide insights into changes needed in teacher evaluation procedures and implementation, the impact of teacher evaluation, and teachers' reactions to the evaluation and suggestions for improvement. The evaluation resulted in the following actions by the school district's superintendent: (1) elimination of an unpopular teacher evaluation scale from the design; (2) use of the basic evaluation instrument, which featured eight competencies, as a basis for individualized goal setting; (3) adjustment of the teacher/helper ratio; and (4) continued development of a generic teaching model. (TJH)

ED 292 831 TM 011 209
Wall, Terry Cobb
The Illusion of Independence in Evaluation.
Pub Date—[84]
Note—13p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, *Evaluation Methods, Evaluation Problems, Evaluators, Program Evaluation

Values and beliefs underlying assumptions concerning the independent evaluations of persons and programs involved in the educational process are discussed. Particular emphasis is placed on M. Scriven's treatise on bias in evaluation (1976). Works by E. R. House, R. E. Stake, L. Stenhouse, M. Parlett and D. Hamilton, and D. L. Stufflebeam are also considered. Independence in evaluation is valued on the basis of shielding the observer from sources of bias and enhancing the observer's credibility as an evaluator. Issues of objectivity and intersubjectivity are central to any analysis of the enterprise of evaluation. Other issues of concern include assumptions underlying the empirical-analytic paradigm, behavioral measures, differences distinguishing program evaluation and program development, experimental and psychometric traditions, and illuminative evaluation. (TJH)

ED 292 832 TM 011 210
Holland, Paul W.
The Dutch Identity: A New Tool for the Study of Item Response Theory Models. Program Statistics Research. Technical Report No. 87-78. Research Report No. 87-27.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
Pub Date—Jun 87
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Factor Analysis, *Latent Trait Theory, Models
Identifiers—*Dutch Identity (Testing), Latent Class Models, Linear Models, Log Linear Models

The Dutch Identity is a useful way to reexpress the basic equations of item response theory (IRT) that relate the manifest probabilities to the item response functions (IRFs) and the latent trait distribution. The identity may be exploited in several ways. For example: (1) to show how IRT models behave for large numbers of items-they are submodels of second-order, log-linear models for 2(sup J) tables; (2) to suggest new ways to assess the dimensionality of IRT models-factor analysis of matrices composed of second-order interactions from log-linear models; (3) to give insight into the structure of latent class models; and (4) to illuminate the problem of identifying the IRFs and the latent trait distribution from sample data. (Author)

ED 292 833 TM 011 211
Hackett, Rachelle Kizst And Others
Test Construction Manipulating Score Differences between Black and White Examinees: Properties of the Resulting Tests. Research Report No. 87-30.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
Pub Date—Jul 87
Note—70p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Students, *Difficulty Level, *Item Analysis, Racial Bias, *Racial Discrimination, *Test Bias, Test Construction, Test Items, Test Reliability, White Students

This study was designed to investigate the empirical consequences of building tests for which the size of the difference in average scores between Black and White examinees is made to be as large and as small as possible within certain constraints. Test forms for two item types were developed that maximized or minimized the differences in average scores between Black and White examinees. The test forms were then administered to a random sample of examinees along with conventionally constructed control forms. The results suggest that impact manipulation is possible while maintaining content specifications and average difficulty level. However, the distribution of item difficulties was altered as were the reliability of the experimental sections and the relationships of these sections to other parts of the test. (Author/TJH)

ED 292 834 TM 011 212
van den Bergh, Huub
Large Scale Oracy Assessment in the Netherlands.
Pub Date—[87]
Note—14p.
Pub Type— Reports - Research (143) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, Feasibility Studies, Grade 6, Intermediate Grades, *Measurement Techniques, *Speech Communication, Speech Skills
Identifiers—Netherlands, *Oracy

As part of a feasibility assessment of the level of education in the Netherlands, oracy skills of 6th-grade students, aged 10 to 12 years, were measured. Oracy tasks were constructed from the answers of teachers, parents, and educational experts to a questionnaire on desirable skills for the age group. The six tasks developed were administered to 200 students. Taped responses were rated for content, usage, and organization. Interrater reliability was good. The majority of subjects were not unduly troubled by most of the tasks; only about 1.5% formed a problem group that failed almost all of the tasks, while 11.5% performed at a doubtful level. It was concluded that the assessment of oracy skills on a large scale is feasible in primary education. (SLD)

ED 292 835 TM 011 213
Thompson, Bruce
The Importance of A Priori Contrasts in Analysis of Variance Research.
Pub Date—11 Nov 87
Note—22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Analysis of Variance, *Research Methodology, *Statistical Analysis, Statistical Significance, Statistical Studies
Identifiers—*Orthogonal Comparison, *Planned Comparisons

The use of planned, or "a priori," and unplanned, or "post hoc," comparisons to isolate differences among means in analysis of variance research is discussed. Planned comparisons typically involve weighting data by sets of "contrasts." Planned comparison offer more power against Type II errors. In addition, they force the researcher to be more thoughtful in conducting research. It is suggested that these two reasons make planned comparisons superior to unplanned comparisons. It is further suggested that orthogonal tests are more useful than non-orthogonal tests. Planned comparisons can be used even when omnibus tests are not statistically significant. (SLD)

ED 292 836 TM 011 214
Kesten, Cyril
Independent Learning: A Common Essential Learning: A Study Completed for the Saskatchewan Department of Education Core Curriculum Investigation Project.
Spons Agency—Saskatchewan Dept. of Education, Regina.
Pub Date—Jun 87
Contract—09-85-0190
Note—42p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Foreign Countries, *Independent Study, *Individual Development, *Learning Activities, Learning Experience, Lifelong Learning, Self Actualization

The concept of independent learning is discussed. Independent learning is defined as learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet his or her own learning needs. This must be regarded as a direction or goal to be pursued, not as an absolute standard and not as a set of identifiable competences. Independent learners must accept responsibilities and standards in becoming self-directed and self-motivated. A model of independent learning is presented in which negotiations and shared decision making can take place about the needs, experiences, and evaluations of the learner. Recommendations for schools and teachers are included. An appendix lists objectives for independent learning. (SLD)

ED 292 837 TM 011 215
Pijl, Sip J.
Diagnostic Reports As Basis for Decisions on Teaching.
Spons Agency—Foundation for Educational Research, Utrecht (Netherlands).
Pub Date—Apr 87
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Decision Making, Diagnostic

Teaching, *Educational Diagnosis, Elementary Education, *Evaluation Utilization, Foreign Countries, Individual Needs, *Learning Disabilities, *Special Education, Special Education Teachers

The question of whether improvements in assessment data for students referred to special education would result in the increased use of these data and a better basis for teaching decisions was studied. Six versions of an assessment report were prepared for a hypothetical child: four with increasing detail and information, one with an integrated description of the same information, and one giving another version of the complete report. Eighty teachers working with learning disabled children were asked to study one of the reports and answer a questionnaire on teaching decisions for reading, spelling, and arithmetic, and other pedagogical techniques. A one-way analysis of variance was performed on the data. Teachers presented with minimum information did not make as many decisions as did those given a full diagnostic report, but different versions of the complete report did not cause a difference in the number of decisions made. Teachers make a number of decisions, but must follow a fairly fixed education offering. This may limit decision making because the need for information for a student is limited by the alternatives the teacher uses. (SLD)

ED 292 838 TM 011 216

Brennan, Thomas P. Piechowski, Michael M.

Case Studies of Self-Actualization.

Pub Date—Apr 87

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Case Studies, Developmental Stages, *Emotional Development, Individual Development, Individual Psychology, Life Satisfaction, *Personality Development, Personality Measures, *Self Actualization

Case studies of self-actualizing people according to the ideas of A. Maslow and the criteria of K. Dabrowski are presented. To find people meeting the criteria of Level 4 of the Dabrowski theory, a pool of 21 subjects was established by nomination. All subjects were given the Definition-Response Instrument to assess levels of emotional development. One man and three women were selected for study based on their levels of functioning. A life history was obtained from each subject. Interviews were the richest source of material. Three of the four subjects were found to be self-actualizing. They displayed a commonality possessed by self-actualizers, kindness and simplicity in responding to problems basic to humanity. It was possible to assess the degree of self-actualization with the interviews techniques developed. The interview guide, life history questions, and definitions of the dynamisms of self-actualization are included in appendices. (SLD)

ED 292 839 TM 011 217

Turner, Susan D.

A Comparison of Tenth and Twelfth Grade Students' Essay Writing Performance.

Pub Date—[87]

Note—14p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Capitalization (Alphabetic), *Essays, Grade 10, Grade 12, High Schools, Longitudinal Studies, Punctuation, *Secondary School Students, Sentence Structure, *Writing (Composition), Writing Evaluation, Writing Improvement, Writing Skills

A longitudinal study of advanced senior high students' writing abilities indicates that, over a three-year period, students exhibit significantly improved writing skills. Follow a continuous program of writing enhancement, graduating seniors exit the system with reasonable or better than reasonable skills in essay organization, sentence formation, word usage, capitalization, and punctuation. A feature analysis provides additional evidence of changed performance. As seniors, students write longer essays that contain lengthier sentences and a greater number of paragraphs. Data are presented in table form. (Author)

ED 292 840 TM 011 218

Wesche, M. And Others

The Ontario Test of English as a Second Language (OTESL): A Report on the Research.

Ottawa Univ. (Ontario). Centre for Second Language Learning.

Spons Agency—Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

Report No.—ISBN-0-7729-2613-1

Pub Date—87

Contract—0661

Note—56p.

Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, M5S IV6 Canada. MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario, M7A IN8, Canada. Respective orders must be accompanied by a check or money order payable to the corresponding addressee.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, College Students, *English (Second Language), Higher Education, Language Skills, Predictive Measurement, Secondary Education, Second Language Instruction, *Second Languages, Statistical Analysis, Student Placement, Test Construction

Identifiers—*Ontario Test of English as a Second Language

The Ontario Test of English as a Second Language (OTESL) is a battery of instruments and procedures for evaluating the English proficiency of second language speakers in postsecondary institutions in Ontario (Canada). A Post-Admission test measures performance in reading, listening, and writing. An Oral Interaction Test is based on tasks of increasing difficulty, from social interaction to academic language. Alternative versions have been supplied for science and non-science students. A Placement test has been developed for pre-admission needs. The battery was tested with secondary, college, and English-as-a-second-language students. Reliability and validity were adequate, and on the whole, test items discriminated between better and poorer students. Further data collection and revision of test instruments are needed. Statistical analyses of data are reported in Appendix E, Tables 1 to 10. Other appendices include test specifications and assessment scales. (SLD)

ED 292 841 TM 011 219

Ridout, Susan Ramp

The Second Time Around: Are Self-Studies Easier and Do They Have More Impact If School's Personnel Have Been through the Process Before?

Pub Date—[85]

Note—16p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Institutional Evaluation, Program Evaluation, *School Personnel, *Self Evaluation (Groups)

The school self-study process for participants who had been through it before was compared with the process in schools new to self-study using the "K-12 School Evaluative Criteria" (1983). Self-studies had been completed by pilot schools in the 1981-82 school year. Personnel from 11 schools with a previous self-study and 123 participants with no previous experience answered questionnaires about the instrument and were compared using t-tests for their opinions of: (1) adaptability; (2) clarity; (3) effectiveness in determining the degree of articulation; (4) grammatical structure; and (5) terminology. No significant differences existed between experienced and inexperienced participants' ratings. Both novice and experienced participants also considered that a kindergarten through grade 12 stelf-study was more beneficial than a specific level study. Previous experience did not apparently improve the school's ability to cope with the process, although those with previous experience did begin making curricular changes more rapidly. Statistical data are summarized in tables. (SLD)

ED 292 842 TM 011 220

Chapter 2 Discretionary, 1984-85 Final Technical Report. Publication No. 84.63.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—30 Jun 85

Note—89p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Relations, Desegregation Methods, Dropout Prevention, Educational Improvement, *Federal Aid, *Financial Support, Grade 1, Outdoor Education, Primary Education, Reality Therapy, School Desegregation

Identifiers—*Austin Independent School District TX, *Education Consolidation Improvement Act Chapter 2

Under Chapter 2 of the Education Consolidation and Improvement Act, local school district funds are supplemented in basic skills development, educational improvement and support services, and special programs. For the 1984-85 year, in the Austin (Texas) Independent School District, some of the Chapter 2 discretionary funds were allocated to four desegregation-related programs: (1) bus monitors; (2) extracurricular transportation; (3) instructional monitors for a reality therapy program for referred students; and (4) a school-community liaison project. Other programs funded with this money were: (1) a dropout prevention program; (2) an outdoor learning program; (3) Project Wilderness for the emotionally disturbed; (4) Project PLUS for underachieving first graders; (5) Spanish instruction for teachers and staff; and (6) Project Achieve, a reading specialist program. Eleven appendices, which comprise three-quarters of the document, describe each program in detail. (SLD)

ED 292 843 TM 011 221

O'Neal, Sandra

C.T.B.S. Testing: Spring 1986. District Report. Grade 3, 5, and 8.

Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

Pub Date—Aug 86

Note—54p.; Some figures contain small print. Some pages are printed on colored paper.

Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, *Basic Skills, Elementary Education, Grade 3, Grade 5, Grade 8, Instructional Improvement, Language Skills, Mathematics Achievement, National Norms, Reading Achievement, School Districts, State Programs, Test Interpretation, *Test Results, Test Use, Trend Analysis

Identifiers—*Albuquerque Public Schools NM, *Comprehensive Tests of Basic Skills

The Comprehensive Tests of Basic Skills (CTBS) battery is administered in New Mexico school districts, as part of a state mandated assessment program, to students in grades 3, 5, and 8 to measure achievement in basic skills (reading, language, and mathematics). Various types of test data are presented for use in modifying the basic instructional program in the Albuquerque Public Schools (APS). The 1986 test results for individual APS schools and average percentile ranks across the district are contained in graphs, figures, and tables. Test scores for each grade level of APS students are better than those in the national norming population for almost every content area subtest. Between 1985 and 1986, third graders' scores improved in nine content area subtests and showed a two percentile point decline in one subtest; fifth graders' scores increased on all but one subtest; and eighth graders' performance increased in language mechanics, language expression, spelling, and reference skills. Average percentile scores compare the performance of APS students to the national norm group; the range of average performance is from the 40th to the 60th percentiles. School by school data show the percentage of students in the below average, average, and above-average ranges in the CTBS major content areas. Student attendance and mobility rates for each school are included since these factors may impact group performance. (TJH)

ED 292 844 TM 011 223

Diploma Examination Provincial Report. June 1987 Administration.

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

Pub Date—Sep 87

Note—65p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Biology, Chemistry, English, Foreign Countries, French, French Literature, Grade 12, Grades (Scholastic), *Graduation Requirements, High Schools, Mathematics Tests, Multiple Choice Tests, Physics, *Science Tests, Social Studies, *Standardized Tests

Identifiers—Alberta Grade Twelve Diploma Examinations, Canada

This report assesses the results of the administration, during June of 1987, of the Grade 12 diploma examinations in the Province of Alberta, Canada. Most of the data is tabulated. The examination program consists of course-specific examinations that are based on the prescribed Program of Studies for Senior High Schools for the following courses: English, Social Studies, Mathematics, Biology, Chemistry, Physics, Language, and Literature; the Language and Literature course is available in French only. The report figures are based on all students for whom both a school-awarded mark and a diploma examination are available. This group comprises virtually all students completing the examination and includes students in public and private school. The report consists of general information about the diploma examinations program, followed by information specific to each subject. Letter grade distributions, averages, and standard deviations for school awarded, diploma examination, and final blended marks are provided. Diploma examination results are presented separately for written-response and multiple-choice items and selected reporting categories. Examination blueprints, which form the basis for reporting categories, are also included. (TJH)

ED 292 845 TM 011 225

Ethington, Corinna A.

SAT-M Performance of Women Intending Quantitative Fields of Study.

Pub Date—[87]

Note—23p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, *College Bound Students, College Entrance Examinations, College Mathematics, College Science, Computer Science Education, Engineering Education, Higher Education, High Schools, *Mathematics Tests, Self Evaluation (Individuals), Standardized Tests, Student Characteristics, *Womens Education

Identifiers—*Scholastic Aptitude Test

This study assessed patterns of differences in quantitative performance across groups of intended undergraduate majors consistent with those previously found for students who had completed their undergraduate study. Data were drawn from the College Board Admissions Testing Program's national sample of 10,000 college-bound high school seniors in 1982-83. The data base includes student scores on the Scholastic Aptitude Test (SAT) as well as student reported information from the Student Descriptive Questionnaire, which elicited information on students' family background, high school experiences, personal characteristics, and educational aspirations. The model for the study was estimated for 314 women who indicated their intention to major in one of the mathematical or scientific fields within the scope of the study. Women intending to major in engineering and physical science exhibited the same atypical performance. However, the large differences in mean SAT Mathematics performance found between women in mathematics, statistics, physics, and computer science versus those in engineering and the physical sciences disappeared when other measures were controlled for; and the effects of these measures were the same for both groups. Self-rating relative to others with respect to mathematics and science ability was the primary influential variable in the study. (TJH)

ED 292 846 TM 011 226

Test-Taking Skills.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date—10 Feb 81

Note—18p.

Available from—New York City Board of Education, Division of Curriculum and Instruction, 131 Livington St., Room 613, Brooklyn, NY 11201 ($1.00).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Classroom Techniques, Elementary Secondary Education, *Instructional Materials, *Test Coaching, *Test Wiseness, Time Management

Identifiers—*New York City Board of Education

Samples of classroom activities designed to provide practice in specific test-taking skills are provided for use by teachers in the New York City school system. This guide provides activities that aid children in following instructions, time management, use of separate answer sheets, answer choice, and scanning and skimming. Unacceptable teaching practices mentioned briefly include the use of tests as teaching materials, familiarizing students with specific test content, and departing from test restrictions such as standard time limits. Copies of the exercises are included. (TJH)

ED 292 847 TM 011 227

Schunk, Dale H. Hanson, Antoinette R.

Self-Modeling and Cognitive Skill Learning.

Pub Date—Aug 87

Note—27p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, Cognitive Development, Elementary Education, Elementary School Students, Grade 3, Grade 4, Modeling (Psychology), *Problem Solving, *Self Evaluation (Individuals)

This experiment investigated self-modeling among 60 children, enrolled in grades 3 and 4, during cognitive skill learning. Children received training on addition and subtraction of fractions. Subjects in one condition (mastery self-model) were videotaped while successfully solving problems and viewed their tapes. Children in the progress self-modeling group were videotaped while learning fraction operations and subsequently viewed their tapes. These subjects experienced initial difficulties, but eventually were successful. Other children were videotaped, but did not view their tapes. Subjects in the fourth condition received training, but were not videotaped. Children in the mastery and progress self-model conditions demonstrated higher self-efficiency, skill, and training performance, compared with subjects in the other two conditions. The mastery and progress treatments did not differ in their effects on children's perceptions of progress in learning. (Author/TJH)

ED 292 848 TM 011 228

Rivera, Charlene Pennock-Roman, Maria

Issues in Race/Ethnicity Identification Procedures in the National Assessment of Educational Progress, Part I: A Comparison of Observer Reports and Self-Identification. Research Report No. 87-19.

Educational Testing Service, Princeton, N.J.

Pub Date—Apr 87

Note—65p.; Appendices contain small print.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Achievement Rating, Black Achievement, *Black Students, Elementary Secondary Education, *Ethnicity, Grade 4, Grade 8, Grade 11, Hispanic Americans, *Racial Identification, Secondary School Students, Self Evaluation (Individuals), *White Students

Identifiers—*National Assessment of Educational Progress

In this investigation, the validity of observer reports versus student self-reports of race and ethnicity in the National Assessment of Educational Progress (NAEP) for ages 9, 13, and 17 years were evaluated. Data from seven surveys (1975-1984) were analyzed, with sample sizes ranging from 15,859 to 38,899. While the concordance between the two methods for both White and Black students was very high (95 percent or better), the two classifications gave very disparate results for the other four racial/ethnic groups. For example, observers undercounted self-identified Hispanic 17-year-olds by 25 percent to 48 percent. Language background was significantly more consistent with self-identification than with observer reports for 17-year-old Hispanic students, which showed that self-reports were more valid than observed ethnicity in this age group. However, the results for ages 9 and 13 years were less clear-cut. The implications of the findings for continuity of NAEP data sets and the validity of reported group achievement data for Hispanics are discussed. (Author)

ED 292 849 TM 011 229

Schmitt, Alicia P. Bleistein, Carole A.

Factors Affecting Differential Item Functioning for Black Examinees on Scholastic Aptitude Test Analogy Items. Research Report No. 87-23.

Educational Testing Service, Princeton, N.J.

Pub Date—Jun 87

Note—56p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Black Students, *College Entrance Examinations, Difficulty Level, Factor Analysis, Higher Education, High Schools, *Item Analysis, Standardized Tests, *Test Bias, White Students

Identifiers—Analogies, *Differential Item Performance, *Scholastic Aptitude Test

The purpose of this investigation was to identify item factors that may contribute to differential item functioning (DIF) for black examinees on Scholastic Aptitude Test (SAT) analogy items. Initially, items were classified according to several possible explanatory factors. Preliminary analyses identified several factors that seemed to affect DIF for blacks. Secondly, these factors were further investigated by classifying and analyzing analogy items from two additional SAT forms. Results indicate that black students need more time to complete the SAT verbal sections than do their white counterparts with comparable overall SAT verbal scores. Once DIF statistics were corrected for speededness, a smaller number of analogy items were identified as differentially more difficult. Some of the factors appear to be interdependent; these factors include item position within each analogy set, difficulty, subject content, and level of abstractness. The effects of homographs and semantic relationship types are also confounded with the previous factors. Generalizations to be drawn from these results are limited since analyses are based on regular administration items, which tend to have several factors operating in a single item and which contain infrequent occurrence of some factors. (TJH)

ED 292 850 TM 011 230

Follow-Up Study of 1986 Graduates. Evaluation Report.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Pub Date—May 87

Note—86p.

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Planning, College Students, *Curriculum Evaluation, Daily Living Skills, Educational Attainment, Employment Level, Evaluation Methods, *Followup Studies, *High School Graduates, High Schools, Questionnaires

Identifiers—*Saginaw City School System MI

A study was conducted to determine the status of the 706 students who graduated from Saginaw and Arthur Hill High Schools in Saginaw, Michigan, in June of 1986. A 13-item questionnaire was mailed to each student on November 21, 1986. Three additional contacts were attempted in an effort to reach nonresponding graduates. A total of 455 graduates returned usable responses. The questionnaire directed respondents to identify their educational and/or employment status, specify the perceived problems they encountered in the work force or in post-high school educational settings, and evaluate their high school experiences. The subjects' responses indicate that: (1) about 42 percent were enrolled in some type of full-time education; (2) 10.8 percent were unemployed; (3) employed graduates usually worked in unskilled positions; (4) business, engineering/architecture, and medicine/health services were the most frequently chosen higher education paths; and (5) 72.9 percent felt that they were following their educational plans. Other areas of interest include graduates' career plans, perceived helpfulness of specific high school courses and experiences, and perceived importance of various adult survival skills. These results should provide administrators, teachers, and counselors with assistance in instructional and curricular planning. Twwenty-one data tables are included. A copy of the questionnaire is appended along with seven other appendices. (TJH)

ED 292 851 TM 011 231

Berkeley, Terry R.

A Program Evaluation Ontogeny Recapitulated: Looking Again at the Efficacy of Early Intervention.

Pub Date—[86]

Note—29p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Developmental Disabilities, Early Childhood Education, *Educational Assessment, Federal Aid, *Program Evaluation, Research

Problems, Statistical Studies
Identifiers—*Early Intervention
This paper details the pathway of development of early intervention program evaluation research along with the often-enumerated problems with research results. Early intervention evaluation, which was initiated in 1969, involves those organized efforts designed to remediate and/or reconcile developmental disabilities in young children up to the age of 3 years. Previous research findings have resulted in considerable current research activity being conducted, much of which has attracted federal support. Also covered in the paper are the reasons that early intervention programming has not been proven, beyond all doubt, to be efficacious. A framework for program evaluators is provided to allow them to pinpoint the benefits of this kind of undertaking for the consumers of the services. The ultimate purpose of this examination is to stimulate the design of improved program evaluation models that use quantitative research methodology, supported by anecdotal information. (TJH)

ED 292 852 TM 011 232
Gougeon, Deborah J.
The Declining Years of Nationally-Normed Tests (1964-1981).
Pub Date—[85]
Note—18p.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, College Mathematics, *Grade Point Average, High Schools, *Mathematics Achievement, Mathematics Tests, *Norm Referenced Tests, Predictive Measurement, Secondary School Mathematics, Sex Differences, Standardized Tests, Two Year Colleges
Identifiers—*ACT Mathematics Placement Examination, *Scholastic Aptitude Test
This study investigated the comparative value of nationally-normed tests versus high school mathematics grade point averages in predicting the mathematics success of college students. The study covers the period 1964-1981. The sample for the study was selected from 2 years of student records for all students completing any type of mathematics courses at 2-year colleges, one of which used Scholastic Aptitude Test (SAT) scores as admission criteria and one of which used American College Test (ACT) scores as admission criteria. Specific high school mathematics criteria were used as the independent variables. Gender factors were assessed when possible. Results indicate that high school mathematics average correlated best with college mathematics achievement for both the SAT and ACT. For SAT mathematics test students, the SAT mathematics test score, gender, mathematics units, course program, and high school of attendance correlated with college mathematics achievement, in that order. In general, the most valid predictor of a student's overall achievement in college mathematics was a combination of high school mathematics average and standardized test score. (TJH)

ED 292 853 TM 011 233
Burt, Charles W.
An Experimental Study of Group Size and Participants' Role in Developmental Testing.
Pub Date—Apr 87
Grant—FCAR-290-10
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Some tables have poor type.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Criterion Referenced Tests, Foreign Countries, *Formative Evaluation, *Group Testing, *Instructional Materials, Nursing Education, Research Methodology, Student Attitudes, Two Year Colleges
Identifiers—*Group Interviews
The research in progress that is presented in this paper focuses on the preliminary results of a study examining the differences and similarities in data obtained using the one-to-one versus small group procedures for designing and conducting formative evaluations of instructional materials. The materials chosen were the microbiology print module of the "Instructional Materials for the Dental Health Profession." When selected for the study, the materials were in draft form, needed revision, required 1 hour of learner time, concerned a subject unfamiliar to the target population, were developed by instructional designers applying guidelines of systematic instructional development, and included criterion-referenced tests. The materials were chosen for first-year nursing students at two junior college campuses offering nursing programmes in English on the Island of Montreal. Thirty-six subjects on each campus were assigned to 1 of 4 one-to-one or small group conditions. Data were gathered in via a posttest, attitudinal questionnaire, and debriefing sessions. Results indicate that although there are few significant differences in the amounts of data gathered by the techniques under investigation, different techniques do result in different kinds of feedback data. An appendix contains numerous data tables and figures. (TJH)

ED 292 854 TM 011 234
Balian, Edward S.
Multiple Regression Analysis and Reality-Based Teaching: The Ten Essentials.
Pub Date—May 87
Note—29p.; Paper presented at the Annual International Symposium on Forecasting sponsored by the International Institute of Forecasters (7th, Boston, MA, May 26-29, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction, *Multiple Regression Analysis, *Prediction, *Teaching Methods
Problems encountered in teaching multiple linear regression forecasting are described, and methods of dealing with such problems are outlined. Problems discussed include: (1) the irrelevance of instructional exercises, (2) data base sizing as a major area of regression "unreality", (3) difficulties in locating or using actual data, (4) neglect of prediction formula accuracy in favor of the multiple regression coefficient, (5) lack of computer assistance in calculation of problems, (6) rigid adherence to the scientific method in presentation of regression forecasting, (7) failure to stress the importance of interpretation of the statistical solution reached, (8) lack of emphasis on written reports to explicate and expand upon statistical results, (9) lack of emphasis on the oral presentation of results, and (10) lack of peer evaluations of oral presentations. (TJH)

ED 292 855 TM 011 236
Sarvela, Paul D. And Others
A Psychometric Assessment of the Alcohol Behavior, Attitude, and Awareness Inventory.
Pub Date—88
Note—14p.; Paper presented at the Annual Meeting of the Association for Advancement of Health Education (Kansas City, MO, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alcohol Education, *Alcoholism, *Behavior Disorders, College Students, *Construct Validity, Factor Analysis, Higher Education, Personality Measures, Psychological Evaluation, *Psychometrics, Student Attitudes
Identifiers—*Alcohol Behavior Attitude and Awareness Inventory
Psychometric properties of the Alcohol Behavior, Attitude, and Awareness Inventory (ABAA Inventory) were assessed using data collected in 1987 from 799 university students. Results suggested that the ABAA Inventory was internally-consistent (alpha = .82) and stable over time (test-retest coefficient = .77). Subscale alphas ranged from .45 to .92, while subscale test-retest coefficients ranged from .59 to .89. A panel of experts determined that the instrument was representative of the domains under study, indicating content validity. Instrument construct validity was appraised using factor analysis. The initial factor analysis produced 15 factors with eigenvalues greater than 1. A principal component factor analysis, set at eight factors with a varimax rotation, produced eight factors with eigenvalues ranging from 6.63 to 1.57. Convergent and discriminant construct validity were studied through general correlation matrices. As measured by the SMOG test, inventory items were at the seventh grade reading level. The average time needed to complete the instrument ranged from 9.26 to 17.17 minutes. This paper describes the ABAA Inventory's psychometric properties as well as its applications in the school and community health setting. (Author)

ED 292 856 TM 011 238
Pedrini, D. T. Pedrini, B. C.
The GRE Subject Test in Psychology.
Pub Date—[87]
Note—11p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, *Graduate Students, Higher Education, *Test Coaching, Test Wiseness
Identifiers—*Graduate Record Examinations, Practice Tests
Specific and detailed instructions to implement an environmental engineering approach to the Graduate Record Examination (GRE) Subject Test for Psychology are outlined. Focus is on helping students prepare for this test. Some universities use the GRE as a measure of achievement and aptitude and as a criterion test. In truth, such a test does not measure learning, but does measure test performance. Hence, results can be improved via reading and study techniques. Key materials needed for test preparation include practice tests and introductory psychology texts. Skills in which test candidates can improve their test performance include awareness of the certainty of the correctness of test responses and item analysis of incorrect answers and associated study methods. A list of publishers of practice tests and other materials is appended. (TJH)

ED 292 857 TM 011 239
Razel, Micha Eylon, Bat-Sheva
Validating Alternative Modes of Scoring for Coloured Progressive Matrices.
Pub Date—Aug 87
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Intelligence Tests, Measurement Techniques, *Scoring, Test Validity, *Weighted Scores, *Young Children
Identifiers—*Coloured Progressive Matrices
Conventional scoring of the Coloured Progressive Matrices (CPM) was compared with three methods of multiple weight scoring. The methods include: (1) theoretical weighting in which the weights were based on a theory of cognitive processing; (2) judged weighting in which the weights were given by a group of nine adult expert judges; and (3) empirical weighting in which the weights were a function of the test scores of the examinees who chose each response. The study is based on data from a group of children, aged four to six years. Validity of the CPM with different scoring modes was measured by Pearson product moment correlations between the scores on each administration of the CPM and the scores on other tests of general intelligence. Results indicate that multiple weight scoring of the CPM is superior to conventional scoring in that it increases the test's reliability and validity. Empirical weighting was the most efficient scoring method. Three tables, one figure, and one graph are presented. (TJH)

ED 292 858 TM 011 245
Zirk, Deborah A. And Others
Alternative Approaches to Modeling the Individual Enlistment Decision: A Literature Review. Technical Report 738.
PAR Government Systems Corp., Reston, VA.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report No.—ARI-TR-738
Pub Date—May 87
Contract—MDA-903-85-C-0476
Note—101p.
Available from—U.S. Army Research Institute for the Behavioral and Social Sciences, ATTN: PERI-POT, 5001 Eisenhower Avenue, Alexandria, VA 22333-5600.
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Career Choice, Cognitive Processes, *Decision Making, *Enlisted Personnel, *Expectation, Military Personnel, *Models, National Surveys, Social Influences
Identifiers—Decision Theory, *Expectancy Theory, *Military Enlistment
Findings of previous scientific decision-making literature are reviewed in an effort to specify a model depicting the many facets of the individual military enlistment decision. Theories and/or models reviewed include decision theory, social judgment theory, information integration theory,

conjoint measurement/unfolding theory, cognitive decision theory, and expectancy theory. The areas of career and consumer decision-making are also reviewed. The extended Fishbein-Ajzen expectancy theory is recommended for modeling individual enlistment decisions. The Fishbein-Ajzen expectancy theory provides the following benefits: (1) use of behavioral intent and the explicit dependent variable; (2) a social component for explicit determination of the effect of influencers on individual decisions; (3) a cognitive component for evaluating career options on specified belief attributes; (4) incorporation of affect in the form of the evaluation placed on each belief as well as its broad conceptual framework; and (5) facilitation of a multimeasurement approach for triangulating on decision model components. This report documents work completed during the first phase of a three-phase project. After this phase of the project, the Army will conduct a nationwide survey to validate the use of the models assessed in the first phase. If the instruments prove predictive, they will be adapted for use as decision aids during the third phase of the project. A 10-page list of references is included. (TJH)

ED 292 859 TM 011 247
Our 30th Year: 1986-87 Annual Report. Secondary School Admission Test Board.
Secondary School Admission Test Board, Princeton, NJ.
Pub Date—[87]
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admission (School), *Admissions Officers, *Annual Reports, Elementary Education, Elementary School Students, Nonprofit Organizations, *Private Schools, Secondary Education, *Standardized Tests, Testing Programs
Identifiers—Admissions Testing Program, *Secondary School Admission Test Board
The Secondary School Admission Test Board (SSATB) is a professional educational association of nearly 650 independent elementary and secondary schools and organizations, all committed to excellence in the profession of independent school admission. In this role, the SSATB tested 47,576 students in 1986-87. The SSATB is a non-profit corporation that focuses on providing a highly secure, valid, reliable test (the Secondary School Admission Test (SSAT) to be used as one measure for admission to schools. The board is also committed to providing opportunities for the professional growth of educators in admission. The objectives of the organization include: (1) endorsement of SSATB standards of professional conduct; (2) provision of the SSAT evaluation instrument; (3) sponsorship of meetings, regional workshops, and related publications; (4) creation of a national information clearinghouse; (5) development of means to increase student access to schools; and (6) publication of reports and other materials on the efforts of the organization. This annual report covers financing of the SSATB, services provided to members of the organization, use of volunteer leadership, an overview of accomplishments of the annual meeting, and statistics on the SSAT program. A list of SSATB officers and directors is appended. (TJH)

ED 292 860 TM 011 257
Elliott, John
Knowledge, Power, and Teacher Appraisal.
Pub Date—Sep 87
Note—17p.; Paper presented to the British Educational Research Association Annual Conference (Manchester, England, September 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Action Research, *Curriculum Development, Curriculum Research, *Educational Research, Foreign Countries, *Knowledge Level, *Power Structure, *Teacher Evaluation
Identifiers—United Kingdom
The relationship between teacher appraisal and educational research in the United Kingdom is illustrated by the personal and professional experiences of an educator. An autobiographical analysis of this relationship, in light of M. Foucault's analysis of the relationship between power and knowledge, is presented. A clear relationship between teacher training and application of that training in the classroom is lacking. A similar lack of relevance characterizes school curricula in relation to student experience. Avoiding an over-disciplinary stance by the teacher, and preventing a loss of teacher authority over students are best achieved by action-research based curriculum development. Participation in the approach developed by L. Stenhouse, through the Schools Council/Nuffield Humanities Project (SCNHP), increased the level of action-research based development. The position of teacher appraisal within these systems is as part of a much broader strategy for transforming power relations in the educational system. In the SCNHP, the transition was made from developing school curriculum to developing teacher curriculum, and from a first-order action research to a second-order action research. The current situation, based on an agreement between the government, employers, and teachers' associations, is critiqued. (TJH)

ED 292 861 TM 011 258
Winter, Richard
"Problems in Teacher Appraisal--An Action-Research Solution?"
Pub Date—87
Note—16p.; Paper presented at the Annual Conference of the British Educational Research Association (Manchester, England, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Action Research, Employment Practices, Evaluation Methods, *Evaluation Problems, Foreign Countries, Models, *Personnel Evaluation, *Professional Development, *Teacher Evaluation, Teacher Improvement
Procedures and rationales for teacher appraisal are examined. The target-output model calls for agreed-upon objectives to be compared with professional work. The performance criteria model compares professional work to agreed criteria of competencies. A diagnostic model of appraisal of teacher needs and potentials is joined with the others in a "product" model of appraisal of the result generated. A "process model" has more relevance for professional work as it views professional development in the process of teaching, in stimulating learning by the teacher. In approaching the problem of government appraisal of a profession, an "action-research" model is proposed to deal with enhancement of teachers' professionalism, leaving aspects of promotion and response to incompetence to separate initiatives. (SLD)

ED 292 862 TM 011 268
Kavanagh, Michael J. And Others
Job Performance Measurement in the Military: A Classification Scheme, Literature Review, and Directions for Research. Final Technical Report for Period May 1982-February 1983.
McFann-Gray and Associates, Monterey, CA.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
Report No.—AFHRL-TR-87-15
Pub Date—Sep 87
Contract—F41689-81-C-0022
Note—68p.
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classification, Evaluation Criteria, *Job Performance, Measurement Techniques, *Military Personnel, Occupational Tests, Officer Personnel, Performance Tests, *Personnel Evaluation, Personnel Selection, Rating Scales
Identifiers—*Air Force Human Resources Laboratory
A classification scheme for job performance measurement was developed by the Air Force Human Resources Laboratory (AFHRL) for development of individual job performance measures to validate Air Force selection and classification procedures. The job performance literature indicates that previous research relied heavily on broad-based generic indices, performance ratings, or operational measures with their inherent problems of inflation and halo effects. These broad measures were unable to take into account task-level-specific influences such as training differences or opportunities to perform. However, it appears that current interest, resources, and state-of-the-art technology developments have significantly increased the probability of developing successful measures of job performance. The AFHRL study resulted in guidelines for developing and obtaining performance measures for a wide range of enlisted, officer, and civilian jobs. Research implications are associated with individual characteristics, rater-ratee relationships, measurement methods and scale development, scale characteristics, performance standards, social contexts, non-work variables, performance constraints, organizational norms, public relations and administrative procedures, rater training, intervening variables, measurement and research paradigms, and error variance. A 12-page list of references is provided. (TJH)

ED 292 863 TM 011 269
Measuring Student Achievement: Comparable Test Results for Participating SREB States, the Region, and the Nation. A Report of the Southern Regional Education Board/National Assessment of Educational Progress 1986 Program with Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.
National Assessment of Educational Progress, Princeton, NJ.; Southern Regional Education Board, Atlanta, Ga.
Pub Date—86
Note—34p.
Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($4.00).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Tests, *Grade 11, High Schools, National Programs, Norm Referenced Tests, Reading Achievement, Reading Tests, *Regional Programs, State Surveys, Testing Programs, *Test Results, Writing Evaluation
Identifiers—*National Assessment of Educational Progress, *Southern Regional Educational Board
The 1986 Southern Regional Education Board/National Assessment of Educational Progress (SREB/NAEP) testing project included Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The tests used in the SREB/NAEP consisted of selected reading and writing exercises developed and administered to a sample of 11th-grade students by the NAEP. In reading and writing, students in the majority of the participating SREB states are achieving at the national average; overall scores from all participating states matched the Southern regional average. Achievement differences in reading between blacks and whites and between males and females are basically the same in the SREB states as in the nation as a whole. Other results indicate that: (1) the states have the most current and reliable measure of how their students' achievement in reading and writing compares to truly national and regional results; (2) student achievement can be assessed in ways that make state, regional, and national comparisons possible; (3) the NAEP provides information about students who are achieving beyond minimum levels; (4) the SREB sample is representative; and (5) the SREB program can provide insights to the college readiness of students. Data are presented in ten graphs and seven tables. (TJH)

ED 292 864 TM 011 270
Peterson, Norman G., Ed.
Development and Field Test of the Trial Battery for Project A. Improving the Selection, Classification and Utilization of Army Enlisted Personnel. Project A: Improving the Selection, Classification and Utilization of Army Enlisted Personnel. ARI Technical Report 739.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Pub Date—May 87
Contract—MDA-903-82-C-0531
Note—413p.
Available from—U.S. Army Research Institute for the Behavioral and Social Sciences, ATTN: PERI-POT, 5001 Eisenhower Avenue, Alexandria, VA 22333-5600.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Biographical Inventories, Classification, Cognitive Measurement, Computer Assisted Testing, *Enlisted Personnel, *Field Tests, Interest Inventories, Job Performance, Military Personnel, Occupational Tests, Perception Tests, Personality Measures, Personnel Evaluation, *Personnel Selection, Predictive Measurement, Psychomotor Skills, *Test Construction
Identifiers—*Armed Services Vocational Aptitude Battery, Paper and Pencil Tests

As part of the United States Army's Project A, research has been conducted to develop and field test a battery of experimental tests to complement the Armed Services Vocational Aptitude Battery in predicting soldiers' job performance. Project A is the United States Army's large-scale manpower effort to improve selection, classification, and utilization of enlisted personnel. Findings from an extensive literature review and associated expert judgments and administration of a preliminary battery of "off-the-shelf" measures guided the development of new tests. Three major types of tests were prepared, namely, paper-and-pencil tests of cognitive ability; computer-administered tests of perceptual and psychomotor abilities; and paper-and-pencil inventories measuring temperament, biographical data, and vocational interests. After iterative pilot tests and revisions, the measures were field tested. Analysis indicted that the new tests had adequate to excellent psychometric qualities, were relatively unique, and were not unduly affected by practice or by faking in an applicant setting. The resulting trial battery contains six cognitive tests; 10 computer-administered perceptual and psychomotor tests; and two inventories measuring temperament, biographical factors, and interests. The battery is being used in the next Project A phase, which involves concurrent validation to evaluate predictor measures against subsequent job performance. (TJH)

ED 292 865 TM 011 271
Bronstein, Phyllis And Others
A Measure of Child and Adolescent Self-Concept and Psychological Adjustment.
Pub Date—[86]
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Adolescents, Children, Peer Relationship, *Personality Measures, Psychological Characteristics, Psychological Evaluation, *Psychological Testing, *Self Concept Measures, Self Esteem, Self Evaluation (Individuals)

This paper presents a new multi-scale instrument–the Bronstein-Cruz Child/Adolescent Self-Concept and Adjustment Scale, which measures self-concept and psychological adjustment for children and adolescents, aged 10-18 years. It consists of five subscales: Self-Evaluation, Social and Peer Relations, Family Relations, Sense of Mastery, and Emotional Well-Being/Distress, plus a total scale score as an indicator of overall positive self-concept and functioning. The instrument has been administered to approximately 1,000 children in grades 5-12, and norms are currently being established. Whole scale reliability (alpha) ranged from 0.93 to 0.95, and subscale reliabilities ranged from 0.69 to 0.90, with a mean of 0.84; these are higher than any published reliability coefficients for similar measures. In addition, other measures administered concurrently in an in-depth study of 43 fifth graders indicate good convergent and criterion validity for the instrument. Comparisons between this scale and other measures are summarized in chart form. (Author/SLD)

ED 292 866 TM 011 273
Jelden, D. L.
Modes and Types of Computerized Unit Test Item Feedback and Its Effect on Final Exam Scores.
Spons Agency—University of Northern Colorado, Greeley.
Pub Date—87
Note—48p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, *Computer Assisted Instruction, Computer Assisted Testing, *Feedback, Higher Education, Oceanography, Scores, Test Coaching, *Test Items
Identifiers—Final Examinations, *PHOENIX (Computer System)

A study of 696 undergraduates at the University of Northern Colorado was undertaken to determine the effects of computerized unit test item feedback on final examination scores. The study, which employed the PHOENIX computer managed instruction system, included students at all undergraduate levels enrolled in an Oceanography course. To determine the compatibility of the groups, American College Test scores were used in an analysis of covariance to account for initial group ability differences. Mean final grades and final examination scores were also compared. To determine if final examination scores had any relationship to the type and amount of feedback on unit tests, several variations of test feedback on unit test administration were established. Feedback was presented via sequential or random objective mode. Results indicate that: (1) corrective feedback slightly improves students' achievement scores as measured by objective tests administered by computer; (2) the speed of computer-assisted item presentation is essential; (3) immediate feedback on specific test items is more beneficial to students than is delayed feedback (retention of material is enhanced with immediate feedback); (4) low-ability students seem to benefit more than do high-ability students from corrective test feedback; and (5) tests generated by sequential course objective and in random order by item within that objective yield higher scores than do tests created by random objective order. (TJH)

ED 292 867 TM 011 282
High School and Beyond: Twins and Siblings' File Users' Manual User's Manual for Teacher Comment File Friends File Users' Manual.
National Center for Education Statistics (ED), Washington, DC.
Pub Date—Sep 82
Note—91p.; Figures marginally legible.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Aspiration, *Databases, Data Collection, Data Processing, Friendship, Grade 10, Grade 12, High Schools, *High School Students, *Longitudinal Studies, Online Systems, Siblings, Surveys, Teacher Attitudes, Twins
Identifiers—High School and Beyond (NCES), *National Longitudinal Surveys

These three users' manuals are for specific files of the High School and Beyond Study, a national longitudinal study of high school sophomores and seniors in 1980. The three files are computerized databases that are available on magnetic tape. As one component of base year data collection, information identifying twins, triplets, and some non-twin siblings was collected. The "Twins and Siblings' File Users' Manual" enables the user to examine data on 532 twin pairs, five sets of triplets, and 824 sets of data from non-twin siblings. The "User's Manual for Teacher Comment File" introduces data from teachers' responses concerning some of their students' plans after high school. The file for sophomores contains 76,560 records; the senior file contains 67,053 records. The "Friends File Users' Manual" describes the structure and use of a file of the three best friends of 58,000 survey respondents. Control card files containing both SPSS and SAS card images are available on the first two files, but not available on the third file. The student identification pages used to gather information are appended to the twins and friends manuals; the teachers' comments manual includes the questionnaire administered to teachers. (SLD)

ED 292 868 TM 011 290
York, John D.
The Use of Social Survey Data in the Development of Formative Evaluations.
Pub Date—Oct 87
Note—11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987). Document print is marginally legible.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Analysis, *Evaluation Methods, Evaluators, *Formative Evaluation, Methods Research, Program Evaluation, *Social Science Research, *Surveys
Identifiers—*Naturalistic Evaluation

Evaluators who perform formative evaluations would be well served to apprise themselves of recent survey research in framing formative evaluations. Illustrative examples are used from research into such diverse areas of activity as: the development of identities attached to different forms of modern rock and roll; the rationales that juvenile probation officers use in assigning recommended sanctions to a hypothesized juvenile offender; factors associated with teacher burnout in a large metropolitan school district; and how standardized scores can affect minority applicants to a selective admissions community college allied health care program. Stakeholders and concerned audiences, as well as formative evaluators, can all benefit from a scrutiny of social survey research that was not done from an evaluation perspective. Such a search, whether the data are of either a qualitative or quantitative nature, can heuristically inform the particulars that surround specific evaluative populations. (Author)

ED 292 869 TM 011 292
Della-Piana, Gabriel
The Portrayal of Reader-Writer Conferencing.
Pub Date—16 Oct 87
Note—27p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987). Figures are marginally legible.
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Skills, Elementary Education, Language Arts, Reader Response, *Reading Writing Relationship, Teacher Student Relationship, *Teaching Methods, Teaching Skills, Writing (Composition), *Writing Evaluation, Writing Instruction, Writing Skills
Identifiers—*Reader Writer Conferencing

Reader-writer conferencing was examined as an alternative or complement to the direct assessment of writing. Criteria guiding development of a framework for analysis of reader-writer conferencing were summarized as: (1) achievability; (2) transfer to other domains of writing; (3) importance of the outcomes; (4) inter-scorer agreement; and (5) economy of assessment. The framework for analysis was a classification scheme with reader response recorded on a matrix form for reader response mode and focus, and writer response classified as stock or categorized; elaborations or explanations; and questions, corrections, or disagreements. Portrayal of the conferencing session was explored through the use of transcripts compared with the use of graphic and narrative summaries. The graphic and narrative method better allowed the teacher to analyze conferencing techniques. Attachments illustrate actual teacher-student conferences in terms of interactive actions/items (episodes, questions, prescribes, explains, supports, describes, associates, and manages). (SLD)

ED 292 870 TM 011 294
Austin, C. Danford And Others
Competency Screening Trends for Teacher Education.
Michigan State Dept. of Education, Lansing. Teacher Preparation and Certification Services.
Pub Date—Feb 87
Note—23p.; Paper presented at the Michigan School Testing Conference (February 24-25, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competency Based Teacher Education, Personnel Evaluation, Public Opinion, Screening Tests, State Surveys, *Teacher Education, Teacher Effectiveness, Teacher Evaluation, Teacher Qualifications
Identifiers—*Michigan, *Teacher Competency Testing

A statewide survey was conducted by the Michigan State Board of Education to determine public opinion on teacher competency testing. Concern about the quality of education in the United States has risen as students' performance on achievement tests has declined. Accountability, competency, and effective teaching are often seen as synonymous with the present reform movement in teacher education. The survey found that 97% of those polled favored competency tests in content areas in which instructors were teaching. To reward superior teaching, 76% agreed that salaries should be connected to an effective evaluation system. Competency screening is only one aspect of the present educational reform movement, but it is one that has captured the attention of the public. The appendix contains a summary of recent changes in teacher preparation, a copy of Enrolled Senate Bill No. 447, and a list of state mandated tests for the whole country. (SLD)

ED 292 871 TM 011 295
Crowe, Kevin Snow, Mary
Nevada Validity and Standard Setting Study of the Pre-Professional Skills Test.
Nevada State Dept. of Education, Carson City. Div. of Planning and Evaluation.
Pub Date—Aug 86
Note—53p.
Pub Type— Reports - Research (143) — Tests/

Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Entrance Examinations, *Competency Based Teacher Education, Cutting Scores, Essay Tests, Higher Education, *Item Analysis, Mathematics Tests, *Minimum Competency Testing, Multiple Choice Tests, Reading Tests, *Test Validity, Writing Evaluation
Identifiers—Nevada, *Pre Professional Skills Tests, *Standard Setting

The Nevada Department of Education implemented a standard setting study of the Pre-Professional Skills Tests. The tests constitute a secure test battery developed by the Educational Testing Service to assess basic proficiency in reading, writing, and mathematics via three multiple-choice tests and a written essay test. The Nevada study, in the spring of 1985, involved review of the tests by a validating panel nominated by administrators of public school districts, private schools, and institutions of higher education. Panelists were asked to judge each test item in relation to its ability to measure job-related skills, the opportunity of the typical candidate to learn the skill measured, and the predicted number of marginally qualified candidates able to correctly answer the item. The Angoff method was used to determine passing scores. Study results indicate that the overall averages for reading, mathematics, and writing test items considered as capable of testing essential skills were 64.1, 51.4 and 41.4 percent, respectively. Responses concerning the relevance of essay skills were related to the minority versus non-minority status of the panelists. Overall, the results support the validity of the tests for use in Nevada. State universities have included the tests and associated cut-scores in their admissions criteria. Study survey instruments are appended. (TJH)

ED 292 872 TM 011 296
Marovitz, Mitchell E. Buckley, Jeanne
Integrating ARCS Motivational Theory into the Component Display Theory of Instructional Design.
Pub Date—87
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Learning Motivation, *Motivation Techniques, *Student Motivation, Teaching Methods
Identifiers—*ARCS Motivational Theory, Instructional Theory

A two-stage study was conducted to determine the effects of motivational components in the learning experience. The first stage involved administration of a survey instrument to 150 teachers in the New York City area to obtain information on the means by which teachers incorporate motivation into their instruction. The second stage involved the administration of a hobby lesson to a student audience that reflected the integration of J. Keller's Attention, Relevance, Confidence, and Satisfaction (ARCS) motivational model into Merrill's Component Display Theory. The theory provides prescriptions for cognitive outcomes of instruction. The lesson was organized into three sections that led the students toward the task of determining the length of a dipole antenna. Results of tests administered to students before and after the lesson suggest a higher degree of attainment of the motivational objective of the lesson by those who took a version of the lesson that incorporated the motivational component. Results from administration of the lesson as well as the teacher survey suggest that the four factors of the ARCS model are intricately bound together, so that isolation of any one factor for prescription purposes may be detrimental to overall motivational effects. (TJH)

ED 292 873 TM 011 298
Ether, Maureen T. Gillick
An Analysis of Teacher Evaluation Forms.
Pub Date—[85]
Note—11p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Observation Techniques, Elementary Secondary Education, Evaluation Methods, National Surveys, *Personnel Evaluation, Teacher Administrator Relationship, *Teacher Evaluation, Teacher Improvement
Identifiers—*Evaluation Reports, *Teacher Evaluation Record

Forms used for evaluating teachers from every geographic area to the United States were examined to determine common characteristics. Thirty of 75 forms received from school districts (local educational agencies) were analyzed. A synthesis of evaluation schemes across the country includes certain characteristics: (1) each teacher must have a current copy of the evaluation forms whether the teacher is to be evaluated or not; (2) a goal setting conference between teacher and administrator is part of the evaluation process; (3) classroom observation is included; and (4) a post-observation conference between teacher and administrator is conducted. Many levels of assessment were found, with 41% providing only two. Despite variations of format and timing, there were basic similarities across the country in theory, goals, procedures, and frequency of evaluation. (SLD)

ED 292 874 TM 011 308
Progressive Achievement Tests in Reading: Comprehension & Vocabulary. Teacher's Handbook. Second Edition.
Australian Council for Educational Research, Hawthorn.
Report No.—ISBN-0-85563-4219
Pub Date—86
Note—54p.
Available from—Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria 3122, Australia ($17.95).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Achievement Tests, Elementary Secondary Education, Foreign Countries, Language Arts, Norm Referenced Tests, Raw Scores, Reading Achievement, *Reading Comprehension, Reading Tests, Scoring, *Test Manuals, Test Norms, *Vocabulary Skills

The teacher handbook for Progressive Achievement Tests (PATs) in Reading presents an overall description of these survey tests in reading comprehension and vocabulary knowledge for school years 3 to 9. There are two alternative forms of each test: (1) the Reading Comprehension tests are designed to measure two major aspects of reading skills (factual and inferential comprehension of prose material); and (2) the Reading Vocabulary tests are designed to measure knowledge of terminology (word knowledge). The PATs are intended primarily to assist teachers in determining the level of development attained by their students in these basic skills. The test results should help teachers make decisions about the kinds of teaching materials, methods, and programs to be used in their classes. The tests can be hand or machine scored. Advice on interpretation is included. Twenty-eight tables of norms, from reference groups drawn from Year 3 through Year 9 classes in Australia and tested in November 1984, are provided to convert raw scores to either percentiles or stanines. (SLD)

ED 292 875 TM 011 312
Bejar, Isaac I. And Others
Cognitive Psychology and the SAT: A Review of Some Implications. Research Report 87-28.
Educational Testing Service, Princeton, N.J.
Pub Date—Jul 87
Note—78p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cognitive Psychology, *College Entrance Examinations, Diagnostic Tests, Difficulty Level, Higher Education, *Item Analysis, Outcomes of Education, Psychometrics, *Standardized Tests, Test Construction, *Test Validity
Identifiers—*Scholastic Aptitude Test

A review of the implications for the validity of the Scholastic Aptitude Test (SAT) of scientific developments accompanying the revival of cognitive psychology provides insights into the importance of such changes. A distinction can be made between a process-oriented or diagnostic test and an outcomes-oriented test such as the SAT. Since the SAT does not aim to be a diagnostic test, the implications of cognitive theories for test construction that would otherwise be applicable are not emphasized. Nevertheless, an analysis based on quantitative items illustrates how tests with a diagnostic orientation could be based on cognitive principles. An explication was developed for the linkage of cognitive principles with psychometric considerations for an outcomes-oriented test. The essence of that linkage is an accounting of item difficulty. The understanding of differential difficulty among items can be viewed as an additional requirement for construct validity, which until recently, focused almost exclusively on an accounting of the co-variation of test scores in terms of "abilities." Although work from this enlarged validational perspective on SAT items is limited, there is work based on similar items that suggests that the SAT will fare well when relevant studies are conducted. Future studies should be based on an enlarged validational framework. A nine-page list of references is included. (TJH)

ED 292 876 TM 011 320
Oescher, Jeffrey
A Comparative Analysis of Three Item Selection Procedures.
Pub Date—Nov 87
Note—107p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, *Achievement Tests, Addition, *Comparative Analysis, Grade 1, *Item Analysis, Primary Education, Subtraction, Test Construction, *Test Items
Identifiers—Rasch Scaled Scores

This study empirically examined the proposition that different item selection procedures contribute to the development of achievement tests that optimally serve different purposes. A test of 110 addition and subtraction problems was given to a sample of 371 first-grade students. Three subsets of 30 items were selected from this 110-item test. The first included those items with the highest classical item discrimination indexes, the second of those best describing the continuum of Rasch item difficulties of the 110-item test, and the third of randomly selected items. The study examined which set of items best reflected student performance on the set of 110 items if the purpose of such testing was the differentiation of students, location of students on an achievement continuum, or generalizing student performance to the domain of 110 items. Primary analyses of the data indicated that the subtests consisting of classically discriminating items and those describing the continuum of Rasch difficulties yielded statistically different results from all other tests for differentiating students or generalizing performance to the domain of items. Secondary analyses indicated that these differences were attributed to the performance of the lower quartiles of students. (Sixteen tables are appended.) (Author)

ED 292 877 TM 011 328
Woodruff, David J. Sawyer, Richard L.
Estimating Measures of Pass-Fail Reliability from Parallel Half-Tests.
American Coll. Testing Program, Iowa City, IA. Research Div.
Pub Date—18 Jan 88
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Estimation (Mathematics), Licensing Examinations (Professions), *Pass Fail Grading, *Scores, Statistical Analysis, Test Construction, *Test Reliability
Identifiers—Parallel Test Forms, *Spearman Brown Formula

Two methods for estimating measures of pass-fail reliability are derived, by which both theta and kappa may be estimated from a single test administration. The methods require only a single test administration and are computationally simple. Both are based on the Spearman-Brown formula for estimating stepped-up reliability. The non-distributional method requires only that the test be divisible into parallel half-tests; the normal method makes the additional assumption of normally distributed test scores. Bias for the two procedures is investigated by simulation, using a Monte Carlo study. For nearly normal test score distributions, the normal method performs slightly better than does the non-distributional method, but for moderately to severely skewed or symmetric platykurtic test score distributions, the non-distributional method is superior. Test results from a licensure examination are tabulated to illustrate the methods. (Author/SLD)

ED 292 878 TM 011 329
Woodruff, David J.

An Analytical Comparison among Three Linear Equating Methods for the Common Item Nonequivalent Populations Design.
American Coll. Testing Program, Iowa City, IA. Research Div.
Pub Date—1 Apr 88
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Correlation, *Research Methodology, *Statistical Analysis, Statistical Data
Identifiers—Levine Equating Method, *Linear Equating Method, Tucker Common Item Equating Method
Three linear equating methods for the common item non-equivalent populations design, a design often used in practice, are compared by an analytical method. The models include: (1) Tucker's equally reliable method; (2) Levine's equally reliable methods; and (3) the congeneric method recently introduced by Woodrull (1986). Tucker's method makes assumptions about observed score regressions and is based on a linear regression model. The Levine and congeneric methods make assumptions about true score regressions and are based on linear structural models. The analysis is graphically illustrated using data from actual test administrations. If groups differ greatly as shown by their performance in the anchor and if application of Tucker's equating method is not tenable, the disattenuated correlation between Y and V should be computed. If this disattenuated correlation is significantly less than unity, the Levine method should not be used, and the congeneric method becomes an appealing alternative. (SLD)

ED 292 879 TM 011 330
Terwilliger, James S.
A Methodology for Defining Content Domains for Achievement Measures in Specific Disciplines.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 88
Contract—OERI-R-86-0017
Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Rating, *College Curriculum, Comparative Analysis, *Curriculum Research, Higher Education, Physics, Research Methodology, Textbook Content, *Textbook Evaluation, Undergraduate Study
The method presented is a means of determining the communality of the content of two or more texts in the same knowledge domain. The discipline studied was physics. Undergraduate curricula at 59 colleges were studied to determine consensus among the textbooks with respect to general program requirements and specific course offerings. Chapter subheadings were used as a suitable unit for content analysis and comparisons. An index of correspondence was derived, based on the subheadings. This method is a useful technique for indexing consensus in a subject matter domain and is especially useful in disciplines where textbooks are the primary vehicle for learning. Implications for measuring achievement in physics are discussed. (SLD)

ED 292 880 TM 011 331
Terwilliger, James S.
Classroom Standard Setting and Grading Practices.
Pub Date—Apr 88
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Academic Standards, *Classroom Techniques, *Criterion Referenced Tests, *Grading, Higher Education, *Norm Referenced Tests, *Pass Fail Grading, Postsecondary Education, Secondary Education, Test Interpretation, Test Norms
Identifiers—*Standard Setting
The assignment of grades to students is discussed, and a grading process is recommended. The process begins with the separation of minimal and developmental objectives. Minimal objectives represent course outcomes that all students are expected to achieve; developmental objectives are more complex goals toward which students strive, but which few fully achieve. Student achievement can first be measured with respect to minimal objectives only, with a passing standard established. Criterion-referenced tests are well-suited for this purpose. Norm-referenced grading of separate instruments is to be used for developmental objectives. The proposed system is probably best suited to secondary school and undergraduate college classrooms where there is a need to use five or more grade categories. (SLD)

ED 292 881 TM 011 334
Klein, Gerald A.
Evaluation of Innovation Projects: A State Level Strategy for Educational Improvement.
Pub Date—5 Apr 88
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, *Educational Innovation, Educational Legislation, Elementary Secondary Education, *Program Development, Program Evaluation, State Aid, *State Legislation, State Programs, Statewide Planning
Identifiers—*Quality Basic Education Act (Georgia)
Innovative programs for the improvement of education in Georgia funded by the Quality Basic Education Act of 1985 are described. Developmental projects address priorities selected by the state board; must meet state validation criteria and have the potential for adoption throughout the state; and must be cost effective, with local fair share match funds required. Training center/dissemination projects are state projects that have been validated and are being disseminated to local school systems. Adoption funds give grants to local systems adopting a validated training center project. A state level evaluation system applies to each of these types of projects. Operations of specific programs are described. The projects discussed could be adopted by most elementary and middle schools in Georgia. (SLD)

ED 292 882 TM 011 336
Beyerbach, Barbara A.
The Interaction of Research, Policy, and Practice: A Case Study of a Research Group Attempting to Implement Wait Time.
Pub Date—1 Apr 88
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 337.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, *Classroom Techniques, Experimenter Characteristics, High Schools, Researchers, *Research Methodology, *School Policy, Secondary Education, Teacher Attitudes
Identifiers—Researcher Role, Teacher Researcher Cooperation, *Wait Time
The workings of a research group trying to implement the concept of wait time in high school classes were examined, with comparisons drawn between policy constraints on the researchers and policy constraints on the teachers who were their subjects. Focus is on the development of research ideas; the subjective meaning of the research as work to the individuals; the research group's interactions, leadership structure, decision making process, and interactions with their teacher-subjects; and the interactions of the larger social context, including policies at the local, state, and national levels. Field notes, publications, and interviews were used to study the research process. During the study, researchers seemed to undergo a paradigm shift from viewing teachers as controlled by state authorities, with behavior modifiable by positive reinforcement, to viewing them as active participants in the research process. Teachers seemed to welcome the new role, but needed time away from teaching to involve themselves in the research process. The world of teachers was relatively more isolated and rigid than that of researchers with regard to constraining organizational policies. To be successful, collaborative attempts to relate the worlds of policy, resarch, and practice must consider the implications of these differences in the worlds of teachers and researchers. (SLD)

ED 292 883 TM 011 337
Beyerbach, Barbara A.
Comparing Researchers', Teachers', and Students' Perspectives on a Line of Research Attempting to Implement Wait Time in Classrooms.
Pub Date—1 Apr 88
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 336.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Techniques, Experimenter Characteristics, High Schools, Participant Observation, Researchers, *Research Methodology, Secondary Education, *Student Attitudes, *Teacher Attitudes
Identifiers—*Wait Time
The perspectives of researchers, teachers, and students in a research project attempting to implement wait time in high school classrooms were examined. This study investigates, via participant observation, the inner workings of a highly successful research group. Observation, interviews, and surveys were used to study the workings of the research group. Over the course of the study, researchers tended to change their perception of teachers as being dominated by the system and responsive to positive reinforcement, to perceptions of teachers as partners in research and more autonomous decision makers. The researchers maintained a belief in the value of wait time. Teachers felt uncomfortable at first with the Wait Timer and did not become convinced that wait time could be used because of the pressure to cover material at a fast pace. The teachers' were eager to take on a more active role in the research process, despite the severe constraints imposed on their time. Students came to have generally positive views about wait time. The research process became a process of mutual adaptation with less emphasis on the prescription of wait time and more emphasis on dealing with teacher concerns. User uncertainty, resistance, teachers' dilemmas of being at odds with their job description, and questions regarding the relevance of wait time for teaching will need further study. (SLD)

ED 292 884 TM 011 343
DeMauro, Gerald E.
Verbal Determinants of Performance on Teacher Assessment Instruments for Black and White Examinees.
Pub Date—Apr 88
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Teachers, Communication Skills, Comparative Analysis, Cultural Differences, Elementary Secondary Education, Knowledge Level, Language Skills, *National Competency Tests, *Racial Differences, Teacher Evaluation, *Verbal Ability, *Whites
Identifiers—*National Teacher Examinations
The relationship of verbal skills to performance on the National Teacher Examinations Core Battery Test of General Knowledge was examined, using data from the June 1986 national administration. Differences in General Knowledge scores for self-identified Black and White examinees were found and were shown to interact with levels of achievement on the Test of Communication Skills (CS). Item difficulty correlations showed the Test of General Knowledge to be more homogenous within groups defined by verbal abilities (CS scores) than within groups defined by ethnic identification. The results suggest that unexplored factors may also affect scoring patterns and that trait differences in verbal skills were observed to be a factor in general knowledge scores. (Data are summarized in table form). (Author)

ED 292 885 TM 011 347
Schiefele, Ulrich And Others
Conceptualization and Measurement of Interest.
Pub Date—Apr 88
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Asso-

ciation (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 348.
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Educational Theories, Intentional Learning, *Interest Research, *Learning Motivation, Personality Measures, *Psychological Studies, Student Attitudes, *Student Interests, Student Motivation
A theory of interest is presented, with comments on the assessment of interest in a student. The concept of interest as an affective state, elicited by certain characteristics of the material, is not sufficient, since situational factors do not seem solely responsible for making information more interesting. The educational interest theory here proposed consists of a differential sub-theory addressing inter- and intra-individual differences, an actual-genetic theory of interest-oriented behavior, and an ontogenetic sub-theory of the development and change of interest throughout life. Assessment of interest must involve all three of its components. Presented as an example of such assessment is the Study Interest Questionnaire (SIQ), which was developed to assess students' interest in their major. A copy of the SIQ is appended. (SLD)

ED 292 886 TM 011 348
Schiefele, Ulrich Krapp, Andreas
The Impact of Interest on Qualitative and Structural Indicators of Knowledge.
Pub Date—Apr 88
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 347.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, Higher Education, *Interest Research, *Knowledge Level, *Learning Motivation, Psychological Studies, Questionnaires, Research Methodology, Student Attitudes, *Student Interests, Student Motivation
The impact of interest on specific quantitative and qualitative measures was studied by examining the relationship between interest in research methodology by education students and knowledge in the area. The "Study Interest Questionnaire" (Winteler and Sierwald, 1987) and a questionnaire on interest in empirical research methodology were administered to 21 freshmen education students with little prior knowledge of methodology and 17 control subjects. Students who had a high degree of interest at the beginning of the semester had a greater proportion of technically appropriate word associations in response to subject matter stimulus terms. Qualitative differences in knowledge existed, confirming that topic interest has an impact on knowledge acquisition. The methodology interest questionnaire is presented; and the results are provided in two tables, two graphs, and three flowcharts. (SLD)

ED 292 887 TM 011 350
Mislevy, Robert J.
Item Response Theory in Educational Assessment.
Pub Date—Apr 88
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Evaluation Methods, *Item Analysis, *Latent Trait Theory, National Surveys, Scoring, Statistical Analysis, Test Theory
Identifiers—*National Assessment of Educational Progress
Large-scale educational assessments differ from familiar educational measurements by attempting to provide information about the levels and natures of skills in populations rather than in individuals. That the distinct purposes of assessment require different methodologies than individual measurement was recognized by the development of multiple-matrix sampling designs. Similar changes in thinking are necessary when it comes to applying item response theory (IRT) measurement models. This paper outlines three challenges to IRT in the assessment setting, and discusses the responses to them taken in the recent surveys of reading, mathematics, and science undertaken by the National Assessment of Educational Progress. (Author)

ED 292 888 TM 011 355
Kingston, Neal M. McKinley, Robert L.
Assessing the Structure of the GRE General Test Using Confirmatory Multidimensional Item Response Theory.
Pub Date—1 Apr 88
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Factor Analysis, Higher Education, Item Analysis, *Latent Trait Theory, Scoring, *Statistical Analysis, *Test Format, Test Interpretation
Identifiers—*Graduate Record Examinations
Confirmatory multidimensional item response theory (CMIRT) was used to assess the structure of the Graduate Record Examination General Test, about which much information about factorial structure exists, using a sample of 1,001 psychology majors taking the test in 1984 or 1985. Results supported previous findings that, for this population, there exists a weak analytical factor defined by the logical reasoning items and not by the analytical reasoning items. This finding was more straightforward than the same finding based on the full-information factor analysis (FIFA) approach used in the previous study; however, an advantage of FIFA was that it allowed the researcher to assess the proportion of variance explained by each factor in the orthogonal solution–the CMIRT approach is unlikely to yield such a statistic. Examination of the results shows the CMIRT approach to hold much promise. (SLD)

ED 292 889 TM 011 361
Peters, Stephen Bagenstos, Naida Tushnet
State-Mandated Principal Evaluation: A Report on Current Practice.
Pub Date—Mar 88
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Evaluation, Educational Assessment, Elementary Secondary Education, Evaluation Criteria, Formative Evaluation, *Personnel Evaluation, *Principals, School Administration, Standards, *State Programs
State-mandated practices for evaluation of principals are described. Most such programs draw on three bodies of literature concerning management and organizational theory, personnel evaluation, and effective principalship. In most evaluations, four concerns are constant: (1) supervision and staff development; (2) school and community relations; (3) curriculum and instructional leadership; and (4) finance and business administration. Lists of desired behavioral characteristics are found in most evaluations. A survey of 56 states and territories revealed that 74% mandate, or plan to mandate in the future, principal evaluations. Most have chosen to evaluate once a year. States with particularly valid and reliable instruments of evaluation are identified. The survey questionnaire is attached. (SLD)

ED 292 890 TM 011 374
Tourangeau, Roger And Others
The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth Follow-Up (1986) Data File User's Manual. Contractor Report.
National Opinion Research Center, Chicago, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CS-87-406C
Pub Date—Dec 87
Contract—300-84-0169
Note—362p.; For the Teaching Supplement accompanying this report, see TM 870 764.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Databases, Data Collection, *Followup Studies, High Schools, *High School Students, Longitudinal Studies, Online Systems, Secondary Education, Statistical Analysis, *Statistical Data, Surveys
Identifiers—*National Longitudinal Study High School Class 1972
This manual was produced to familiarize data users with the procedures followed in data collection and processing of the fifth follow-up survey of the National Longitudinal Survey of the High School Class of 1972 (NLS-72) and to provide documentation for use of the file. The data file is a computerized data base, which is available on magnetic tape from the Center for Education Statistics. A total of 12,841 persons returned the follow-up questionnaires, and the data file consists of 14,489 records (a response rate of 89 percent). The manual refers to each item of data by its Statistical Analysis System (SAS) variable name as defined in the SAS and SPSS-X (Statistical Programs for the Social Sciences) control cards provided in the data file. Chapter 7 and Appendix C of the manual are designed to give the user essential information to begin using the data file immediately. Other appendices contain the survey questionnaire, codes used in data collection, and the data layout. (SLD)

ED 292 891 TM 870 764
Sebring, Penny And Others
The National Longitudinal Study of the High School Class of 1972 (NLS-72), Fifth Follow-up (1986). Teaching Supplement. Data File User's Manual. Contractor Report.
National Opinion Research Center, Chicago, Ill.
Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-451M
Pub Date—Oct 87
Contract—300-84-0169
Note—125p.; For related document see TM 011 374. Appended codebook contains small print.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, Data Collection, *Elementary School Teachers, Elementary Secondary Education, Graduate Surveys, Longitudinal Studies, National Surveys, *Occupational Surveys, Questionnaires, *Secondary School Teachers, Teacher Attitudes, Teacher Background, Teacher Education, *Teacher Motivation, *Vocational Aptitude
Identifiers—*National Longitudinal Study High School Class 1972
As part of the National Longitudinal Survey of the High School Class of 1972 (NLS-72), a Teaching Supplement mail questionnaire was sent to all respondents to the fifth follow-up survey who indicated they had a teaching background or trained for teaching (N=1,517). The instrument focused on the qualifications, experiences and attitudes of current and former elementary and secondary teachers and on qualifications of persons who had completed a degree in education or certification but had not taught. This manual familiarizes data users and others with procedures followed for data collection and processing of the supplement and provides necessary documentation for use of the Teaching Supplement data. The data gathered can be used to investigate some of the following policy issues related to teacher quality and retention: (1) ways to attract potential teachers to the profession; (2) how to match teachers' assignments with their academic training; (3) the nature of teachers' working conditions; (4) the level of teacher satisfaction with their jobs; and (5) the main incentives and disincentives for teachers remaining in the profession. The appendices include the questionnaire, codes used for occupation and industry, and the data layout. The last segment of the manual is the codebook for the Teaching Supplement data. (KSA)

UD

ED 292 892 UD 025 634
Dropout Intervention/Prevention Plans and Activities. Report to Board of Education.
Denver Public Schools, Colo.
Pub Date—Oct 86
Note—36p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Dropout Prevention, *Dropout Programs, Educational Objectives, Elementary Secondary Education, High Risk Students, *Program Implementation, *School Community Relationship, Staff Role
Identifiers—*Denver Public Schools CO
In February 1986, a Dropout Prevention Office was created by the superintendent of the Denver

(Colorado) Public Schools to develop a comprehensive approach to address the dropout issue. The Office was also to evaluate existing dropout efforts, and serve as a clearinghouse on dropout programs and information and as an encouragement to partnerships between the schools and the community. This report updates the accomplishments and activities of the Office as of October 1986. Parts 1 and 2 list the current and projected activities of the Office, including the following: (1) conferences; (2) development of a definition for "dropout"; (3) participation in the governor's task force; (4) meetings and testimony; and (5) institution of remedial and individualized programs, and a jobs program. Part 3 reviews the district's approach to solving the dropout problem. Part 4 is a list of recommendations for the continuation of the program. They include the following: (1) the community should be informed of the program; (2) an action plan should be developed; (3) principals should conduct a needs assessment survey; (4) a human relations training program should be explored; (5) policies and procedures for introduction and evaluation should be developed; and (6) the interventions must be focused at elementary and preschool levels. Appendices and a 44-item bibliography are included. (VM)

ED 292 893 UD 025 644
The Albuquerque City Center Schools and Rio Grande Cluster Schools Program Evaluation 1985-86.
Pub Date—86
Note—49p.; For a related document, see ED 278 735.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Basic Skills, Educational Assessment, Elementary Secondary Education, Itinerant Teachers, *Librarians, *Literacy, Reading Instruction, *School Effectiveness, Staff Development, Writing Instruction
Identifiers—*Albuquerque Public Schools NM
During the 1985-86 school year the Albuquerque City Center Schools and Rio Grande High School Cluster Project focused on student literacy skills, behavior, and attendance. A variety of activities and programs were initiated. Main components of the program were the following: (1) itinerant teachers worked with classroom teachers to conduct professional study groups, provide resources and support, and model teaching strategies; (2) full-time librarians were placed in all of the elementary schools and in the two clusters to sponsor reading activities; (3) an intensive program of vocabulary development, writing, and reading comprehension was initiated among freshmen at Rio Grande High School; (4) discipline policies were implemented and awards were given as incentives to improve attendance; and (5) staff participated in development activities such as workshops and instructional planning days. The evaluation of this project included interviews and the analysis of test scores and demographic data. The findings were the following: (1) classroom teachers have become more aware of instructional issues and have changed their teaching strategies; (2) student attitudes toward teaching have improved; (3) certain groups of students improved their skills in reading, writing, and language arts; and (4) principals noted improvements in student attendance and behavior, although this was not verified by attendance records. Tables and appendices include statistical and budgetary information. (VM)

ED 292 894 UD 025 657
Comprehensive Dropout Prevention Plan.
Duval County Schools, Jacksonville, Fla.
Pub Date—87
Note—128p.; For related document, see ED 277 792.
Available from—Duval County Public Schools, 1701 Prudential Drive, Jacksonville, FL 32207 ($5.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Basic Skills, *Career Education, *Dropout Prevention, *Dropout Programs, *High Risk Students, High Schools, Junior High Schools, Low Achievement, Nontraditional Education, Parent Participation, School Business Relationship, School Community Relationship, Staff Role
Identifiers—*Duval County Public Schools FL
This Dropout Prevention Plan was designed for the Duval County Public Schools in Jacksonville, Florida. It provides for the identification of potential dropouts and various interventions to help reduce the dropout rate. Students who have been unsuccessful in the regular educational programs are targeted. Other goals are to develop the skills of staff who are involved with these students and to promote school partnerships with business and community organizations. The components of the program are the following: (1) a vocational program to retrieve dropouts; (2) programs to involve parents and interested citizens; (3) programs to form partnerships with businesses; (4) community involvement; (5) auxiliary services, such as those provided by health agencies; (6) early identification of potential dropouts; and (7) development of employability skills and career awareness. Several special populations are specifically targeted by the dropout prevention coordinator and staff. They are the following: (1) pregnant and parenting students; (2) substance abusers; (3) disruptive students; (4) truants; and (5) students who lack motivation. Budgets for the program are included. (VM)

ED 292 895 UD 025 811
Minority Populations in Minnesota: A Health Status Report.
Minnesota State Dept. of Health, Minneapolis. Center for Health Statistics.
Pub Date—Apr 87
Note—77p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*American Indians, *Blacks, Data Collection, Demography, Disease Incidence, *Health Conditions, Health Needs, Infant Mortality, Minority Groups, Physical Health, *Public Health
Identifiers—Bureau of the Census, *Health Promotion, *Minnesota
The social, economic, and health status advances experienced by Minnesota's White population have eluded significant numbers of the State's Black and Indian populations. This report contains statistical data and analyses of the health status of minorities in Minnesota. The information is meant to contribute to an intensified effort to improve the health status of the State's minority peoples. Data are included on the following: (1) demographic characteristics of minority populations in Minnesota; (2) pregnancy and childbirth; (3) infant mortality; and (4) mortality. Recommendations are made for improving health, preventing health problems during the first year of life, and creating intervention programs. Appendices include information on population by race, infant birth and death statistics, formulae for constructing infant mortality rates, and data pertaining to the Hispanic population. Findings are illustrated in 34 tables and 22 figures. (PS)

ED 292 896 UD 025 825
Major U.S. Foundations' and Corporations' Responsiveness to Puerto Rican Needs and Concerns.
National Puerto Rican Coalition, Inc., Alexandria, VA.
Report No.—NPRC-87-1
Pub Date—Apr 87
Note—46p.
Available from—National Puerto Rican Coalition, Inc., 1700 K Street, N.W., Suite 500, Washington, DC 20006 ($7.50).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Corporate Support, Foundation Programs, *Grants, Hispanic Americans, Nonprofit Organizations, Philanthropic Foundations, *Private Financial Support, *Puerto Ricans, Welfare Services
Identifiers—Puerto Rico, United States
This report assesses the responsiveness of major private foundations, community foundations, and corporate philanthropies in the United States to Puerto Rican needs and concerns. The private sector has increased its financial support of non-profit institutions in both the United States and Puerto Rico in an effort to mitigate the effects of the Reagan Administration's cutbacks in welfare spending. Forty-one private foundations first surveyed in 1981 have since increased their grants to Puerto Rican causes by 51%; practically all of the increase went to establish the Puerto Rican Community Foundation (PRCF). A survey of 260 foundations yielded the following conclusions, among others: (1) slightly more than one-quarter of the foundations surveyed supported Puerto Rican organizations; (2) most funds to Puerto Rican causes was concentrated in a small number of major grants made by a small number of foundations; (3) private foundations represented two-thirds of the total giving and gave over three-fourths of the contributions identified as going to Puerto Rican causes; (4) corporate foundations accounted for 28 percent of giving but only 11 percent of the contributions to Puerto Rican causes; and (5) the community foundations were more likely than private or corporate foundations to give to Puerto Rican institutions. Tables list the amount given by each foundation, geographic location of foundation, type of foundation, number of grants made by foundation, and leading recipients of grants. Three appendices list the organizations supported by foundations in the sample, the foundations not in the sample that support Puerto Rican causes, and 1985-86 support to the National Puerto Rican Coalition, Inc. by corporations and foundations. (BJV)

ED 292 897 UD 026 010
Ely, Lydia And Others
Broken Lives: Denial of Education to Homeless Children.
National Coalition for the Homeless, Washington, DC.
Pub Date—Dec 87
Note—36p.
Pub Type— Reports - Evaluative (142) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, *Disadvantaged Youth, Economically Disadvantaged, Federal Legislation, *Homeless People, Poverty, *Poverty Programs, *Residence Requirements, Special Programs, State Programs, Student Records, Student Transportation, Urban Education, Urban Programs
Identifiers—*Department of Education, Guardianship, *Stewart B McKinney Homeless Assistance Act
According to recent studies, families with children are now the fastest-growing segment of the homeless population: 40 percent of the homeless population consists of members of families. Forty-three percent of homeless children do not attend school, which provides children with a much-needed sense of place and continuity that they otherwise lack in their fragmented lives. Homeless children are deprived of their education in several ways: in some cases state or local "residency" requirements operate specifically to bar children without a fixed residence from attending school; in other cases the means necessary to obtain education–adequate transportation, school and medical records, special education programs, guardianship rules–are lacking. In July 1987 Federal legislation was enacted that for the first time addresses this issue: under the Stewart B. McKinney Homeless Assistance Act state agencies are to ensure that homeless children have access to public education. Under the Act the Department of Education (DOE) was to make funds available to state authorities expeditiously, so that local programs would be operating before December 31, 1987. Contrary to this mandate, DOE has delayed implementation of the program, and has issued guidelines that, in effect, will make homeless children lose a school year. The DOE should rewrite its guidelines to expedite implementation of the program and to make badly-needed aid available. An appendix describes local programs that address the needs of homeless children in the following areas: (1) Salt Lake City, Utah; (2) San Diego, California; (3) Santa Clara, California; (4) State of Connecticut; (5) New York, New York. Another appendix is a reprint of "Subtitle B–Education of Homeless Children and Youth," from the Stewart B. McKinney Homeless Assistance Act. (BJV)

ED 292 898 UD 026 017
Lyke, Robert F.
High School Dropouts. Major Issues System: Issue Brief. Updated.
Library of Congress, Washington, D.C. Congressional Research Service.
Report No.—CRS-IB87167
Pub Date—Jan 88
Note—18p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, *Dropout Programs, Dropout Rate, Educational Policy, *Educational Research, Family School Relationship, Federal Legislation, *High Risk Students, High Schools, *High School Students, *Program Effec-

tiveness, Social Problems, Student Characteristics

Legislation is being considered to authorize grants from the Department of Education for dropout prevention programs, reentry demonstration programs, and high school programs for certain welfare recipients instead of mandatory work or job training. There is also a call for the use of Job Training Partnership Act Summer Youth Program funds to be used year-round for basic and remedial education for teenage welfare recipients. The need for federal involvement with the dropout problem is demonstrated by the difficulties in obtaining good data on dropouts. Comparisons are nearly impossible since states and local school districts have different definitions and counting procedures. The national estimates which are widely used place the dropout rate between 14 and 29 per cent. Often the students who drop out have not done well in school, but for each individual, a host of possible reasons may be identified. It is difficult to develop prevention efforts and reentry programs which will successfully address all of the possible factors. For some dropouts numerous social and personal problems are so severe that having a diploma may not make much of a difference in their ability to obtain and maintain employment. From this perspective, programs that attempt simply to get more students through school may be difficult to justify. (VM)

ED 292 899 UD 026 063

Welfare: Reform or Replacement? (Work and Welfare). Hearing before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate. One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Report No.—Senate-Hrg-100-320

Pub Date—23 Feb 87

Note—418p.; For hearing on child support enforcement, see UD 026 080. Many pages contain small print.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Budgeting, Child Neglect, *Child Welfare, Employed Parents, Family Programs, *Federal Programs, Government Role, *Lower Class Parents, Parent Child Relationship, *Parent Responsibility, Parent Role, Policy Formation, Pregnant Students, *Program Development, Program Effectiveness, Program Implementation, Program Proposals, Retrenchment, Unemployment, Unwed Mothers, *Welfare Services, Well Being

Identifiers—Child Health Care, Child Protection, Child Support, Workfare

This document presents the hearings on work and welfare before the Senate Subcommittee on Social Security and Family Policy of the Committee on Finance. Testimony is presented by expert witnesses, and by individuals and groups with an interest in the welfare of children and families. The following are among the issues addressed: (1) the basic principles that should guide legislative action on behalf of dependent children and their families; (2) how parental responsibility for the care of children can be better enforced; (3) how poor parents can be helped to increase their incomes through work; (4) how government policy can effectively distinguish between households likely to be dependent for short and long periods of time; (5) what role various levels of government ought to play; and (6) how programmatic recommendations can be implemented in a period of fiscal restraint. (BJV)

ED 292 900 UD 026 064

Sickle Cell: A Selected Resource Bibliography.

National Center for Education in Maternal and Child Health, Washington, DC.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—Sep 86

Note—56p.

Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Aids, Clinical Diagnosis, Databases, Diseases, Genetics, *Health Education, *Health Materials, Health Programs, Medical Libraries, Medical Research, Public Policy, Screening Tests, *Sickle Cell Anemia

Identifiers—Child Health Care, Health Counseling, *Maternal Health

This annotated, selective bibliography lists the following types of educational and informational material on both sickle cell disease and trait: (1) professional education materials; (2) fact sheets, pamphlets, and brochures; and (3) audiovisual material. A selected list of references is provided for the following topic areas: (1) genetic counseling; (2) overview for allied health professions; (3) pathophysiology, diagnosis, and medical management; (4) pregnancy and sickle hemoglobinopathies; (5) prenatal diagnosis; (6) psychological aspects; (7) public policy; (8) screening: ethical, legal, and social aspects; and (9) sickle cell trait. Appendices present the following information: (1) source list; (2) comprehensive sickle cell centers; (3) screening and education clinics; (4) regional medical libraries; (5) selected online data bases on the Medlars network; and (6) state genetic service coordinators. (BJV)

ED 292 901 UD 026 067

Aranda, Mario J., Ed.

Family Resource Coalition Report. Voices and Issues: A Celebration of Hispanic Diversity.

Family Resource Coalition, Chicago, IL.

Pub Date—87

Note—22p.; Special issue on Hispanic families.

Available from—Family Resource Coalition, 230 N. Michigan Avenue, Suite 1625, Chicago, IL 60601 (1-4 copies $2.50 each, 5-50 copies, $1.50 each, over 50 copies $1.00 each).

Journal Cit—Family Resource Coalition Report; v6 n2 1987

Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, *Community Programs, Cultural Differences, Family Financial Resources, *Family Involvement, Family School Relationship, *Hispanic American Culture, *Hispanic Americans, *Nonschool Educational Programs, Parenting Skills, Poverty, Public Policy

This issue of the Family Resource Coalition Report focuses on Hispanic families. The articles and authors are the following: (1) Voices and Issues: A Celebration of Hispanic Diversity, M. Aranda; (2) Some Facts in Understanding Latino Families, J. Hernandez; (3) Inviability in the Data, Invisibility in the Policy: The Latino Family and Public Policy, H. Pachon and L. DeSipio; (4) Civil Rights and Hispanic Families, N. Cantu; (5) Bilingualism: An Important Imperative, A. Noboa; (6) Latino Families and Health, J. Arrom; (7) The Right to an Adequate Education: Implications for Family Support Programs and Educational Reform, G. Rodriguez; (8) Family Resource Programs in the Hispanic Community: The Lessons Learned from Family Place, J. Citro; (9) The Survival of Family Support Programs: A Funder's Perspective, M. Petruska; (10) Learning about Parenting; Learning to Care, H. Heath, S. Scattergood, and S. Meyer; (11) Musings about Group leadership: The Quiet Member, T. Bowman; and (12) Moving Beyond the Dream: FRC Tackles a National Agenda, L. Lipton. Lists of Hispanic programs, resources, and organizations are included. (VM)

ED 292 902 UD 026 068

Hauser, Robert M.

Post-High School Plans of Black High School Graduates: What Has Changed Since the Mid-1970s? CDE Working Paper 87-26.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Pub Date—23 Jul 87

Note—77p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Aspiration, Black Attitudes, *Black Students, Declining Enrollment, *Enrollment Rate, Equal Education, Higher Education, High Schools, *High School Students, Military Service, *Student Motivation, *White Students

National surveys of the post-high school plans and aspirations of black and white high school seniors have been conducted for the past decade. Chances of college entry among blacks from 1977 through the mid-1980s have declined in contrast to the increasing college entry chances of whites. This paper analyses the plans of black and white seniors and shows that they have followed a similar path. There is little evidence that a change in values or motivation among black seniors accounts for the decline in their chances of college entry. Plans and aspirations to complete a four-year college have increased among both blacks and whites. Aspirations to enter the armed forces have also increased in the two groups. No particular trend has been found in their plans to attend vocational, technical and two-year colleges. The findings indicate the need for future research to account for the decline in chances of college entry for blacks. Specific factors to be examined are the following: (1) lagging trends in college graduation among blacks and whites; (2) patterns of entry into the military service; (3) changes in the labor market for recent high school graduates; and (4) the availability of direct grants to support college attendance. Statistical data are presented in tables and figures. (VM)

ED 292 903 UD 026 069

Chapter 1 as an Educational Resource in South Carolina.

South Carolina State Dept. of Education, Columbia. Office of Federal Programs.

Pub Date—Jun 87

Note—43p.; For June 1984 and June 1986 reports, see ED 254 603 and ED 280 936.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, *Federal Programs, Mathematics Instruction, *Program Effectiveness, Program Implementation, Reading Instruction, Reading Readiness

Identifiers—*Education Consolidation Improvement Act Chapter 1, *South Carolina

Information about the utilization of Chapter 1 funds in South Carolina is presented for the years 1982-86. Tables and descriptions illustrate the impact of Chapter 1 programs and identify those projects exhibiting the greatest gains in terms of student achievement. Projects covered readiness, reading, and mathematics. The following types of data are reported for the program as a whole and for each of the specific projects at the various participating schools: (1) the increases and decreases in allocations; (2) numbers of students participating; (3) numbers and types of personnel; (4) types of services and the budgets for each; (5) achievement gains shown by norm-referenced test scores; (6) numbers of parents participating; (7) adult student ratios; (8) delivery systems; and (9) cost per student. Photographs are included. (VM)

ED 292 904 UD 026 071

Chapter 1 in North Carolina, 1985-1986.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

Pub Date—Jun 87

Note—14p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, *Compensatory Education, *Educational Improvement, Elementary Secondary Education, Mathematics Instruction, Parent Participation, *Program Costs, *Program Effectiveness, Reading Instruction, Student Characteristics

Identifiers—*Education Consolidation Improvement Act Chapter 1, *North Carolina

This document presents the distribution of Chapter 1 funds in North Carolina during academic year 1985-86, and analyzes the effects Chapter 1 programs have on student's academic performance. Included among the findings are the following: (1) 125,355 students, or nine percent of the students in North Carolina's 1,378 schools, participated in Chapter 1 programs; (2) the total expenditures were $79.4 million, of which $71.7 million was for personnel; (3) $53.0 million was used for reading instruction, $11.7 million for math instruction; (4) the average expenditure per participant was $633; (5) 57 percent of participants were male, 43 percent were female; (6) 51 percent of participants were Black, 45.1 percent were White, and 3.1 percent were American Indian; (7) pre-post achievement tests scores reveal that the participants made measurable gains in reading and mathematics; and (8) teachers comprised 68 percent of Chapter 1 staff, aides comprised 18 percent. Data are presented in 13 figures. (BJV)

ED 292 905 UD 026 072

Guidelines for Mini-Grants: Child Nutrition, Dropout Prevention, E.C.I.A. Chapter 1, E.C.I.A.

Chapter 2, Exceptional Children, JTPA Migrant Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
Pub Date—87
Note—49p.; Some pages printed on colored paper.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academically Gifted, Ancillary School Services, Dropout Prevention, *Educational Improvement, Elementary Secondary Education, Federal Aid, *Grants, Migrant Education, Nutrition, *Program Development, Program Guides, *Program Proposals, Resource Materials, School Funds
Identifiers—Education Consolidation Improvement Act Chapter 1, Education Consolidation Improvement Act Chapter 2, Job Training Partnership Act 1982
This manual provides guidelines for submitting proposals for mini-grants distributed in North Carolina to school administrative units for implementation of nationally validated programs from the National Diffusion Network in the following areas: (1) child nutrition; (2) dropout prevention; (3) Education Consolidation and Improvement Act (ECIA) Chapter 1; (4) ECIA Chapter 2; (5) exceptional children; (6) Job Training Partnership Act; and (7) migrant education. Selection of grant recipients is on the basis of competitive proposals. Included in the manual are the following: (1) guidelines for submitting proposals in each area; (2) instructions for preparation of proposals; (3) forms to be completed; (4) sample proposals; and (5) other pertinent information. Each section is color-coded for easy reference. (BJV)

ED 292 906 UD 026 073
Chapter 1/P.S.E.N. Remedial Reading and Mathematics Program 1985-86 End of the Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Oct 87
Note—37p.; For the 1984-85 report, see ED 280 920.
Available from—New York City Board of Education, Office of Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, Bilingual Education, *Compensatory Education, Computer Assisted Instruction, Educational Improvement, Elementary Secondary Education, Individualized Instruction, Limited English Speaking, *Mathematics Instruction, Minority Group Children, *Program Costs, Program Development, Program Effectiveness, *Reading Instruction, *Remedial Instruction, Urban Education
Identifiers—Education Consolidation Improvement Act Chapter 1, *New York (New York)
During 1985-86 the Division of Special Education of the New York Board of Education operated a Chapter 1/P.S.E.N. Remedial Reading and Mathematics Program which served approximately 11,500 English-speaking and limited English Proficient (LEP) students. Of these, 9,627 received reading instruction alone, and 119 received remedial instruction in Spanish. In the public schools, a total of 1,978 students received instruction in mathematics, some also receiving instruction in reading. To measure academic progress English language students took standardized pre- and posttests in reading or mathematics. Consultants observed a holistic approach to reading instruction at 89 percent of the sites visited. Teachers reported favorably on the use of the computer as a motivating learning tool. They requested more materials for LEP students. Reading and math instruction was integrated through the use of word problems and vocabulary study, and an emphasis on practical skills. The student achievement objective for reading in English was not met. However, the mean normal curve equivalent gain in reading comprehension from pretest to posttest was statistically significant. The program objective for the 119 students who were taught reading in Spanish was partially met. The program objective for the students receiving remedial instruction in math was also met. The following recommendations are made for the next program cycle: (1) increase the availability of materials in the LEP and mathematics programs; (2) continue staff development, including the use of innovative materials and a holistic approach to teaching; and (3) review the appropriateness of student assignments to test levels on the Metropolitan Achievement Tests. Data are presented in nine tables. (Author/BJV)

ED 292 907 UD 026 074
Hacker, George A. And Others
Marketing Booze to Blacks. A Report from the Center for Science in the Public Interest.
Center for Science in the Public Interest, Washington, D.C.
Report No.—ISBN-0-89329-015-7
Pub Date—May 87
Note—69p.
Available from—Center for Science in the Public Interest, Department PD/EDRS, 1501 16th Street, N.W., Washington, DC 20036 ($5.45).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Advertising, *Alcohol Education, Alcoholic Beverages, Alcoholism, *Black Community, Black Influences, *Black Leadership, Black Organizations, *Blacks, Corporate Support, Drinking, Drug Addiction, Government Role, Health, *Marketing
Identifiers—*Alcohol Abuse, Business Ethics
Beer, wine, and liquor manufacturers aggressively seek to maximize sales of their products to blacks, despite public health and safety problems associated with those products. Rather than act to protect the public from the over-promotion of alcohol, government has set few effective constraints on the sales stratagems of alcoholic beverage producers, who advertise their brands to young people, and who routinely promote regular, daily drinking and appeal to the psychological needs of alcohol abusers. Although blacks, overall, consume less alcohol per capita than whites, drinking in the black community results in disproportionately high rates of certain alcohol-related problems, such as cirrhosis of the liver, esophageal cancer, and violent crime and accidents. But the black population is being targeted for increased consumption. Advertising and other marketing practices directed at blacks are examined. The alcohol industry's varied public relations and "public service" activities, which have been implemented ostensibly to promote goodwill in the black community, result in economic dependence that effectively prevents black media and civic organizations from taking energetic actions against alcohol problems. Recommendations are made to help decrease the economic dependence of these organizations on the alcohol industry. (BJV)

ED 292 908 UD 026 077
Chapter One in Ohio. Education Consolidation and Improvement Act. 22nd Annual Evaluation Report. Fiscal 1987.
Ohio State Dept. of Education, Columbus.
Pub Date—Mar 88
Note—33p.; For reports of Fiscal Years 1983-1986, see ED 249 325, ED 254 833, ED 272 330, and ED 281 183.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Neglect, *Compensatory Education, Delinquency, Disabilities, Educational Improvement, *Educationally Disadvantaged, Elementary Secondary Education, *Mathematics Instruction, *Migrant Education, Migrant Programs, Program Costs, Program Evaluation, *Reading Instruction, Staff Development
Identifiers—*Education Consolidation Improvement Act Chapter 1, *Ohio
Chapter 1 activities in Ohio for 1986-87 are summarized. The basic programs are described with emphasis on the following components: (1) student participation; (2) instructional areas; (3) impact of reading instruction; (4) impact of math instruction; (5) expenditure patterns; (6) staff positions; (7) in-service teacher education; (8) parent involvement and advisory councils; and (9) program successes. These basic programs were in 99 per cent of Ohio's school districts with a concentration on students in grades one through four. The program was successful in providing instructional services, assessing needs, and involving parents. Through special provisions of Chapter 1, funding came for special programs for children of migratory agricultural workers. The emphasis in these programs is on helping young children gain English language skills. A summer program allows most of this population to receive year round instruction. A Migrant Student Record Transfer System sends and receives educational and demographic information about the students in this program. Other special Chapter 1 programs are targeted for handicapped, neglected, and delinquent children. The booklet contains numerous photographs. Tables provide data on expenditures, participating students, teachers, and service organizations, and program descriptions and outcomes. (VM)

ED 292 909 UD 026 078
Eight Percent Job Training Partnership Act Evaluation Report. Extended School Day Programs, Spring Start-Up Programs, Dropout Youth Projects, 1986-87.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
Pub Date—Nov 87
Note—24p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indians, Compensatory Education, Disabilities, *Dropout Programs, Dropouts, *Extended School Day, *High Risk Students, Migrant Education, Program Costs, Program Effectiveness, *Program Evaluation, Secondary Education
Identifiers—*Job Training Partnership Act 1982, *North Carolina
This document evaluates Eight Percent Job Training Partnership Act (JTPA) Programs operated in North Carolina's public schools during the 1986-87 school year. Data were received from local education agencies (LEAs) operating 13 Extended School Day Programs, 5 Spring Start-Up Extended School Day Programs, and 3 Dropout Youth Projects. Data on the 575 student participants in the JTPA Extended School Day Programs are given on composition by age, grade, gender, race, and handicapped status. Of the youth served by Extended Day Programs, 49 percent remained in school and attended regularly, and 51 percent left school for a variety of reasons. Of the grade 12 Program graduates, 53 percent went into private sector unsubsidized jobs, and 24 percent went to a community college. Although the objectives set for the JTPA Spring Start-Up Extended School Day Programs were not met in all schools, the schools are now better prepared to begin program operation during the 1987-88 school year. The JTPA Dropout Youth Projects attempted to recruit Indian and migrant youth dropouts into secondary schools and to provide them with opportunities to complete school and to obtain pre-employment skills training. A total of 238 contacts were made and 39 dropouts were recruited and enrolled. Staff ratings of the Projects, information on the Project's budget and participants, and recommendations are included. Data are presented on 13 tables and figures. An appendix presents the results of the Extended School Day Programs Survey. (BJV)

ED 292 910 UD 026 079
Refugee Program. Status of Early Employment Demonstration Projects. Report to the Chairmen, Committee on the Judiciary, U.S. Senate and Committee on the Judiciary, House of Representatives.
General Accounting Office, Washington, DC. Div. of National Security and International Affairs.
Report No.—GAO/NSIAD-88-91
Pub Date—Feb 88
Note—57p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; 6-over $2.00 each).
Pub Type— Reports - Evaluative (142) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Demonstration Programs, *Employment Services, *Federal Programs, Health Services, Program Development, Program Effectiveness, *Refugees, Voluntary Agencies, Welfare Recipients, *Welfare Services
Identifiers—Aid to Families with Dependent Children, Self Sufficiency, Social Policy
This report reviews the progress of demonstration projects that reduce refugee welfare dependency, promote earlier refugee employment and self-sufficiency, and foster coordination among public and private agencies that work with refugees. The projects used the following three methods: (1) removing welfare provisions that took away some cash assistance upon employment; (2) expanding the voluntary agency role in providing refugee case management services and cash assistance previously managed by the State Welfare Department; and (3) providing a full range of refugee services through individual voluntary agencies instead of

providing each service separately through government entities. Three demonstration programs have been implemented and progress has been slower than expected. They lack the proper funding levels, and there is little incentive for the agencies involved to accommodate alternative approaches that put them in competition with existing programs for funding. Difficulties have surfaced in obtaining workable agreements to spread the roles and responsibilities among public and private agencies. Two of the projects are still incomplete and they may ultimately be shown to be successful. No additional projects are recommended. (VM)

ED 292 911 UD 026 080

Welfare: Reform or Replacement? (Child Support Enforcement—II). Hearing before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Report No.—Senate-Hrg-100-395

Pub Date—20 Feb 87

Note—427p.; For the Volume of January 23 and February 2, 1987 Hearings, see ED 291 862; for hearing on Work and Welfare, see UD 026 063. Many pages contain small, light type.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Family Status, Federal Programs, *Incentives, Law Enforcement, *One Parent Family, Parent Child Relationship, *Parent Responsibility, *Public Policy, Unwed Mothers, *Welfare Services

Identifiers—Child Support, Workfare

This transcript is from the third in a series of hearings before the Senate Subcommittee on Social Security and Family Policy focusing on whether the present welfare system should be reformed or replaced. A series of public officials, child and family advocates, and other interested parties testified on the issue of enforcement of child support orders. Their remarks included the following: (1) the enforcement program has worked well in some states; (2) many of the absent parents are poor themselves and cannot pay; (3) legal procedures to establish paternity are often long and/or too complicated; (4) more interstate networks must be formed; (5) the underlying causes of single parent households, such as teen pregnancy, must be addressed; (6) state guidelines and formulas for support payments must be reviewed and perhaps federalized; (7) state agencies which supply child services must be strengthened; (8) some mandatory work programs which have failed or which harass and dehumanize the poor should be discontinued; and (9) substantial money and resources must be allocated for any social program which will upgrade or replace the present ones. (VM)

ED 292 912 UD 026 081

Reauthorization of the Education Consolidation and Improvement Act. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, and the Subcommittee on Elementary, Secondary, and Vocational Education: House of Representatives, One Hundredth Congress, First Session (Saint Johnsbury, Vermont, February 10, 1987; Waterbury, Vermont, February 13, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—Senate-Hrg-100-153

Pub Date—10 Feb 87

Note—190p.; Some pages contain small, light type.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Compensatory Education, *Educationally Disadvantaged, Educational Needs, Elementary Secondary Education, *Federal Aid, *High Risk Students, *Program Budgeting, Program Development, *Program Effectiveness, Success

Identifiers—*Education Consolidation Improvement Act Chapter 1, *Education Consolidation Improvement Act Chapter 2, Vermont

Hearings before the House Subcommittee on Education, Arts, and Humanities were held in February, 1987 to reauthorize the Education Consolidation and Improvement Act. The purpose was to report on the contribution made in education by Chapter 1 and Chapter 2 programs and to refine and explain the goals for reauthorization. Teachers, coordinators, administrators, students, and parents testified on the following aspects of these programs in Vermont: (1) services to preschool children; (2) negative effects on the programs if funding is cut; (3) parent and community involvement; (4) professional development and training; (5) instructional materials, methods, and approaches; (6) effects on student achievement; and (7) special concerns of rural districts. The Vermont Governor and the Commissioner of Education added information and concerns regarding the level and the allocation formulas for funding these programs. Policy issues were addressed by local school board members. All of the testimony indicated that these programs made a positive contribution toward assuring equal education for all children. (VM)

ED 292 913 UD 026 082

The Need for Decent, Affordable Housing. Hearing on the Impending Loss of Hundreds of Thousands of Federally Assisted Housing Units that May Cause Many Low Income Families to Become Homeless and Out on the Streets, before the Subcommittee on Housing and Urban Affairs of the Committee on Banking, Housing, and Urban Affairs. United States Senate, One Hundredth Congress, First Session (Los Angeles, California, July 2, 1987).

Congress of the U.S., Washington, D.C. Senate Committee on Banking, Housing and Urban Affairs.

Report No.—Senate-Hrg-100-279

Pub Date—2 Jul 87

Note—47p.

Available from—Superintendent of Documents, Congressional Sales Office. U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Construction Programs, Economic Climate, Federal Aid, Financial Support, *Homeless People, *Housing Deficiencies, *Housing Needs, *Low Rent Housing, Poverty, Public Policy, *Residential Patterns, Tax Credits, *Urban Problems

This testimony before the Senate Subcommittee on Housing and Urban Affairs focuses on the need for decent, affordable housing. It reviews the loss of monies for federally assisted housing units and projects the consequences in the deterioration of the quality of life for many Americans. Because of budget cuts enacted during the Reagan Administration, the number of federally funded units completed has dropped by 100,000, leaving the poor, homeless, and the middle class unable to afford their own homes. Testimony from realtors, developers, economists, community leaders, and lending agents is presented. Some of their suggestions were the following: (1) increase the budget for housing and housing programs; (2) establish a more comprehensive policy which considers the needs of low income people; (3) give incentives to private enterprises which put a priority on housing rather than on commercial buildings; (4) plan mechanisms to foster partnerships between the Federal Government and local groups involved with housing; (5) establish a national homeowners trust fund to help working people with down payments; (6) amend tax laws to create incentives for developers of low income housing and multiple unit rental housing; and (7) support the Homeless Persons Survival Act. (VM)

ED 292 914 UD 026 083

Singer, Eliot A.

What Is Cultural Congruence, and Why Are They Saying Such Terrible Things about It? Occasional Paper No. 120.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—Department of Education, Washington, DC.; Michigan State Univ., East Lansing.

Pub Date—Mar 88

Note—40p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824.

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Communication, *Classroom Techniques, *Cultural Awareness, *Cultural Context, Cultural Differences, Elementary Secondary Education, Ethnicity, Ethnography, Experience, Intercultural Communication, Interpersonal Relationship, *Minority Group Children

Identifiers—Cultural Sensitivity

Certain scholars in anthropology and education have recently suggested as an approach to combat school failure for minority students the concept of cultural congruence–the idea that learning is best accomplished in classrooms compatible with the cultural context of the communities they are supposed to serve. Although this concept is yet to be fully articulated as theory or extensively realized in practice, it has already received considerable criticism for "blaming the victim," for denying the possibility of "breaking with experience," and for being too difficult for practicing teachers to apply. This paper attempts to clarify just what is meant by cultural congruence, and argues that most of these criticisms assume a far more total merger of community and school than the modest and limited model favored by proponents of cultural congruence, who are simply talking about minimizing differences in speaking and social interactional styles in the classroom. In this limited form, cultural congruence can be a useful addition to educators' repertoire for dealing with minority education. A six-page list of references is included. (Author/BJV)

ED 292 915 UD 026 084

Ventura, Stephanie J.

Births of Hispanic Parentage, 1985. Monthly Vital Statistics Report.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

Report No.—DHHS-PHS-88-1120

Pub Date—26 Feb 88

Note—13p.; For the 1983 and 1984 report, see ED 286 958.

Journal Cit—NCHS Monthly Vital Statistics Report; v36 n11 suppl Feb 26 1988

Pub Type— Numerical/Quantitative Data (110) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Order, *Birth Rate, Birth Weight, Cubans, Early Parenthood, Educational Attainment, *Hispanic Americans, Illegitimate Births, Mexican Americans, *Minority Group Children, *Mothers, Population Trends, Premature Infants, Puerto Ricans, Racial Identification, Unwed Mothers

Identifiers—Apgar Score, Prenatal Care

A survey of births of Hispanic parentage in 1985 in 23 states and the District of Columbia, where approximately 92 percent of America's Hispanic population resides, yielded the following statistical information: (1) 372,814 babies were born to Hispanic mothers; (2) nearly two-thirds of the mothers were Mexican; (3) Puerto Rican, Central and South American, and other Hispanic women each accounted for about ten percent of the births; (4) three percent of the mothers were Cuban; (5) 95.4 percent of Hispanic births are White, however, there are substantial variations in the racial composition of these births; (6) the birth rate was 23.3 live births per 1,000 population; (7) the fertility rate was 94.0 live births per 1,000 women aged 15 to 44 years; (8) teenage childbearing is relatively common, particularly among Mexicans and Puerto Ricans; (9) nearly one-fifth of births to Mexican mothers was a fourth or higher order birth; (10) unmarried mothers accounted for 3 in 10 births; (11) 56 percent of the mothers had completed high school; (12) 45 percent of the mothers were born in the United States, 55 percent were born in Puerto Rico or countries outside of the United States; (13) 61 percent of the mothers began prenatal care in the first trimester of pregnancy; (14) 6.2 percent of the babies weighed less than 2,500 grams at birth, and 8.3 percent had one-minute Apgar scores of less than seven; (15) preterm birth was reported for 11 percent of all Hispanic infants; and (16) Hispanic-origin mothers accounted for 17 percent of the births in 1985. Data are presented on seven tables. Methodology is discussed and a list of 12 references is included. (BJV)

ED 292 916 UD 026 085

Ralph, John

Planning Paper for the Center on the Study of the Education of Disadvantaged Students.

Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

Pub Date—Mar 88

Note—35p.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, Community Role, *Educationally Disadvantaged, *Educational Research, Elementary Secondary Education, Family Environment, *High Risk Students, *Influences, *Instructional Effectiveness, Language Skills, Poverty, *School Effectiveness, Social Influences, Teacher Characteristics

This planning paper offers background information and recommendations for the establishment of a research center for the study of educating the disadvantaged. It is based on a seminar comprised of educational researchers held to consider how low achieving students can best be helped. The research agenda for such a center should consider the following four factors in the lives of educationally disadvantaged students: (1) classroom and instructional factors; (2) school factors; (3) home or family factors; and (4) community factors. Recent research on effective schools must be consulted, the variables within these models are especially critical for high educational attainment among disadvantaged youth. Successful innovations will have positive effects on low, average, and high achieving students as well as those at risk. The research program for a special study center should have the following characteristics: (1) sensitivity to interaction effects; (2) cross-disciplinary approach; (3) sensitivity to the need for early identification; and (4) sufficient scope and rigor to allow the findings to be generalized to disadvantaged youth anywhere. A 54-item bibliography is included. (VM)

ED 292 917 UD 026 086
Clay, Phyllis L.
Single Parents and the Public Schools. How Does the Partnership Work? NCCE Occasional Papers.
National Committee for Citizens in Education, Columbia, Md.
Pub Date—81
Note—69p.
Pub Type— Reports - Research (143) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Ancillary School Services, Day Care, Elementary Secondary Education, Employed Parents, Extracurricular Activities, Instructional Materials, *One Parent Family, *Parent Attitudes, *Parent Grievances, *Parent School Relationship, *Public Schools, Questionnaires, School Activities, School Attitudes, School Buses, Sensitivity Training, Social Support Groups, Teacher Attitudes
Identifiers—Empowerment, Noncustodial Parents

In order to determine the nature of the partnership between single parents and the public schools, 1,237 single parents from 47 states were surveyed. The survey revealed the following parent attitudes: (1) many school-related activities are scheduled during the day when most single parents work; (2) school personnel seldom take the lead in communicating with noncustodial parents; (3) curriculum materials present the nuclear family as being "normal"; (4) there are not enough classes and group sessions for children about death, separation, or divorce; (5) there is a lack of availability of before- and after-school day care; (6) there are not enough late afternoon buses making after-school activities available to the children; and (7) there are not enough in-service training programs for school personnel on single-parent family/school issues. The following questions are addressed: (1) what assumptions are single parents encountering? (2) how do single parents view the attitudes of school personnel? (3) should the schools know a parent's marital status? (4) how do participants feel about the schools? and (5) how do single parents feel about their children's school behavior and achievement? Recommendations for both parents and schools are offered. A copy of the survey instrument and a list of resources (books, articles, periodicals, organizations, films, filmstrips, videotapes, curriculum materials, in-service training) are included. (BJV)

ED 292 918 UD 026 087
Jaffe, Natalie Freedman, Marc
Youth Corps Case Studies: The New York City Volunteer Corps Exit Report.
Public/Private Ventures, Philadelphia, PA.
Pub Date—87
Note—51p.; For interim report, see ED 283 033.
Available from—The Communications Department, Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Services, *High Risk Persons, Neighborhood Improvement, Program Costs, *Program Effectiveness, Public Service, Urban Improvement, *Urban Youth, *Volunteers, Youth Opportunities, Youth Programs
Identifiers—*New York (New York)

This exit report chronicles the last 20 months of the 3-year demonstration phase of the New York City Volunteer Corps (CVC), whose members worked in teams at various sites to either provide human services or do physical work. These final months were characterized by the following factors: (1) a change in Corps leadership; (2) concern about continued funding; (3) enrollment of fewer volunteers than planned; (4) reductions in staff and costs; and (5) efforts to strike a balance between the goals of serving the city and aiding the volunteers. Yet the CVC produced some positive results in its projects. It was found that the volunteers required close supervision and could benefit from individualized remedial education. They formed productive field teams under the dedicated leadership of the team leaders and coordinators. The CVC rendered valuable services to the city as its mode of operation changed and matured. Other urban areas are urged to adopt and refine this type of self help project. Information is given on the following evaluation items: (1) types and management of work; (2) characteristics of the volunteers; (3) youth development; (4) costs; and (5) findings and conclusions. (VM)

ED 292 919 UD 026 088
deLone, Richard H.
State Governments and At-Risk Youth: The Critical Link.
Public/Private Ventures, Philadelphia, PA.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—87
Note—40p.
Available from—The Communications Department, Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Citizenship Responsibility, Community Services, Crisis Intervention, *High Risk Persons, Interpersonal Competence, *Program Budgeting, *Program Design, *Public Policy, *State Action, State Aid, *State Government, Urban Problems, Youth Programs

This report shows how and why state governments must take the lead in solving the debilitating problems of high risk youth. These young persons will fail to become productive citizens without special interventions to improve their educational, occupational, and social skills. The basic problem is defined and research on effective responses is summarized. State governments are in the best position to provide coherent, coordinated policies for the development of these interventions. Substantial funding is a must. As states gain influence over federal dollars which support services for at risk youth, and as they provide local funding for youth services, they can assemble substantial legal and fiscal tools to provide services which few municipalities could create. Obstacles, such as the lack of interest by political leaders, have impeded progress in this area. Some recent initiatives have been successful. They have the following characteristics in common: (1) a state level coordinating mechanism; (2) incentives for local participation and creative leveraging of state resources; and (3) encouragement of local creativity within well-crafted guidelines. (VM)

ED 292 920 UD 026 089
Educationally and Economically Disadvantaged Children. Joint Hearing Reviewing Available Education Opportunities for Disadvantaged Children, Focusing on Those Children Living in Poverty, Those from Single-Parent Families, and Those Whose Parents Are Teenagers, before the Committee on Labor and Human Resources, United States Senate and the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-Hrg-100-430
Pub Date—9 Sep 87
Note—149p.; Most pages contain small type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Business Responsibility, *Children, Community Role, Early Childhood Education, *Economically Disadvantaged, *Educationally Disadvantaged, Human Resources, Identification, Intervention, *Parent Role, Prevention, Public Policy, School Business Relationship, *School Effectiveness
Identifiers—Proposed Legislation

This joint hearing before the Senate Committee on Labor and Human Resources and the House Committee on Education and Labor focused on educationally and economically disadvantaged children. Of special concern were children living in poverty, those from single parent families, and those whose parents are teenagers. Educational programs are needed to help these children break the cycle of failure and dependency. Input is especially needed from the business community, which can provide training, employment skills, and jobs. Testimony was heard from witnesses representing child advocacy agencies and businesses, and from government officials. Their remarks included the following: (1) the School Improvement Act of 1987 will help to address these problems; (2) adequate funding for anti-poverty programs is needed; (3) programs which teach parenting skills have been successful; (4) parents' health as well as the childrens' health must be preserved; and (5) children must be targeted early to aid their pre-school development. Several successful and promising programs were described and the potential replication of these models was discussed. (VM)

ED 292 921 UD 026 090
National Goals--Employment and Poverty. Hearing on Reviewing the State of Employment in America before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-Hrg-100-108
Pub Date—13 Jan 87
Note—215p.; Some pages contain small, light type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Economic Factors, Employment, *Influences, Job Training, *Labor Force, Minimum Wage, *Poverty, *Public Policy, *Unemployment, Welfare Recipients

This hearing before the Senate Committee on Labor and Human Resources focuses on national goals for employment and poverty reduction. Testimony was heard from government officials, union representatives, economists, and other interested persons. Excerpts from articles and publications were submitted for review. The testimony included the following points: (1) the minimum wage is not a living wage; (2) an increase in the minimum wage would increase inflation; (3) three groups whose needs must be addressed are dislocated workers, disadvantaged youth, and families in need of daycare; (4) over 90 percent of the new jobs will be in the service sector; (5) the educational skills of the work force must be upgraded; (6) much of the funding for jobs programs has been cut by the Reagan Administration; and (7) a national policy is needed to promote full employment. Much of the debate focused on whether or not employment has increased or decreased in the past decade. The session closed with accusations that the panel of witnesses was selected poorly, as evidenced by a political imbalance in the various statements. (VM)

ED 292 922 UD 026 091
Poverty in the 1980's. Hearing on Examining Poverty and Policy Issues in the 1980's and To Explore Innovative Methods To Improve the Current Poverty Situation in the United States, before the Committee on Labor and Human Resources. United States Senate, One Hun-

dredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-Hrg-100-433
Pub Date—7 Oct 87
Note—78p.; Some pages contain small type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Economic Change, *Economic Factors, *Family Status, *Fringe Benefits, Housing Deficiencies, Population Trends, *Poverty, *Public Policy, *Social Change, Welfare Recipients
This hearing before the Senate Committee on Labor and Human Resources focuses on poverty in the 1980s. The goal was to explore innovative methods to improve the nation's poverty situation. The historical background, including the War on Poverty of the 1960s, was discussed. Much of the testimony centered around Michael Harrington's book, "The Other America." In the 25 years since its publication, the poverty rate has remained high. Main points in the testimony were the following: (1) family structure changes are overemphasized as causes of poverty; (2) the economy and reductions in benefits are major causes of poverty; (3) jobs must be created in order to lower poverty rates; (4) the public must be educated to dispel them of the myth that welfare mothers and ghetto dwellers do not want to work; and (5) related problems such as affordable housing must be remedied along with the elimination of poverty. (VM)

ED 292 923 UD 026 093
Diversity in New York State. An Analysis of Socioeconomic Characteristics and Public School Finances in a Heterogeneous State.
New York State Education Dept., Albany. Educational Research Services Unit.
Pub Date—Feb 88
Note—41p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Differences, Demography, *Educational Finance, Elementary Secondary Education, *Expenditure per Student, Minority Groups, Population Trends, *School Districts, *Social Indicators, *Socioeconomic Status, State Aid, State School District Relationship, Urban Areas
Identifiers—*New York
This report was designed to assist the New York Board of Regents in analyzing financial and socioeconomic data of the school districts in the State of New York. It is concerned with those data which will aid in the formulation of educational policies in support of economic development. Data are presented comparing three types of districts. They are the following: (1) metropolitan suburbs of New York City, which have a broad tax base, spend more, and have fewer socioeconomic problems than other types; (2) the five largest cities of the state, which have the highest prevalence of social problems and spend slightly above the state average; and (3) the rest of the state, which has the lowest tax base and an intermediate number of socioeconomic indicators. These groups are compared to each other and to other states and cities. The following patterns of diversity are presented for these groups and other regions: (1) population and size; (2) average expenditures; (3) wealth and tax effort; (4) educational needs; (5) income measures; (6) population characteristics; and (7) teacher salaries. Statistical data are included in seven tables. (VM)

ED 292 924 UD 026 094
Cote, William E., Ed.
Black Child in Crisis. Final Report of the Public Forums and Symposia May-October, 1986.
Michigan Interagency Committee on the Black Child, Lansing.
Pub Date—Oct 87
Note—86p.
Pub Type— Reports - Research (143) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Black Education, *Black Employment, *Black Family, *Black Youth, *Crisis Intervention, Dropouts, Educational Attainment, Poverty, Social Change, *Social Problems, Urban Education, Urban Problems
Identifiers—*Michigan
The negative effects of poverty, alienation, and racism influence the lives of black children most heavily. This report covering Michigan presents information and recommendations concerning the continuing decline in the quality of life for black children. It is the culmination of a series of activities including forums, symposia, and conferences on the black child in crisis. The discussion topics are the following: (1) the black family's struggle to survive; (2) education as a means for escaping poverty and achieving social mobility; (3) health: a sound mind in a sound body; and (4) job and economic security: fighting poverty, creating self-respect. The action-oriented recommendations offered for each of these topics include legislative initiatives and policy reviews and reforms. Key recommendations include the following: (1) fund a 10-year project to analyze and treat issues concerning the black family and child; (2) provide more day care; (3) encourage more parent and student participation in schools; (4) provide state aid for health professionals to practice in high-risk, underserved areas; (5) control drug abuse; (6) assure equitable legal process for blacks; and (7) provide training and employment skills to disadvantaged black youth. Three appendices include remarks from educators and government officials and a bibliography. Photographs, charts, and graphs illustrate the data. (VM)

ED 292 925 UD 026 095
More of Asian and Pacific Islander Families Have at Least Two Workers Than Do Other U.S. Families, Census Bureau Says. United States Department of Commerce News.
Bureau of the Census (DOC), Suitland, Md.
Report No.—CB88-59
Pub Date—8 Apr 88
Note—37p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Asian Americans, Demography, Employment Patterns, *Family Financial Resources, *Family Income, Family Life, *Labor Supply, *Pacific Americans
Identifiers—Work Commitment, *Work Habits
Asian and Pacific Islander families in the United States were more likely than all U.S. families in 1980 to have multiple workers. About 63 percent of Asian and Pacific Islander families had two or more workers, compared with about 54 percent of all families. This information from the Commerce Department's Census Bureau was the first to provide disaggregated data on the social and economic characteristics of the following groups: (1) Cambodian; (2) Hmong; (3) Indonesian; (4) Laotian, (5) Pakistani; (6) Thai; (7) Polynesian; (8) Micronesian; and (9) Melanesian. Data are given for the nation, selected states, and selected metropolitan areas for these and other larger Asian and Pacific ethnic groups. Comparisons are made with the United States population in general on the following variables: (1) nativity; (2) citizenship; (3) education; (4) labor force; (5) income and poverty; (6) age; (7) household relationships; (8) marital status; (9) language; (10) year of immigration; (11) residence; and (12) occupation. Tables and graphs illustrate the information in the text. (VM)

ED 292 926 UD 026 096
Riddle, Wayne
Chapter 1, Education Consolidation and Improvement Act Grants to Local Educational Agencies for the Education of Disadvantaged Children: Selected Reauthorization Options and Alternatives.
Library of Congress, Washington, D.C. Congressional Research Service.
Report No.—EPW-86-1032
Pub Date—12 Dec 86
Note—79p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Compensatory Education, Delivery Systems, *Educationally Disadvantaged, Elementary Education, *Federal Aid, *Federal Legislation, Parent Participation, *Program Improvement, Program Proposals, Public Policy, *Resource Allocation, School Effectiveness
Identifiers—*Education Consolidation Improvement Act Chapter 1, Proposed Legislation
Options and alternatives for an amended reauthorization of Chapter 1 grants are reviewed. New suggestions are presented for compensatory education service delivery, eligibility, and the allocation of resources. The choices, each of which is examined in detail in this report, include the following: (1) change the methods by which non-public schools are required to provide Chapter 1 services; (2) emphasize school-wide projects or the effective schools model; (3) increase parent involvement; (4) authorize the provision of services in the form of vouchers; (5) emphasize higher order skills as well as basic skills; (6) emphasize pupil values and character as causes of educational disadvantage; (7) encourage the use of educational technology; (8) improve the coordination of Chapter 1 services with the regular instructional program; (9) expand the availability of Chapter 1 services; (10) focus on children from families experiencing long-term poverty; (11) provide more intensive programs for the most disadvantaged; (12) clarify legislative intent with respect to services for handicapped and limited English proficient children; (13) put more emphasis on secondary students and dropout prevention; (14) establish programs for poor minority children who are not educationally disadvantaged; (15) provide incentives to improve performance; (16) modify the allocation formula; (17) eliminate the program; and (18) renew emphasis on the state incentive grant programs. (VM)

ED 292 927 UD 026 097
Stedman, James B.
The Educational Attainment of Select Groups of "At Risk": Children and Youth.
Library of Congress, Washington, D.C. Congressional Research Service.
Report No.—EPW-87-290
Pub Date—1 Apr 87
Note—68p.
Pub Type— Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Compensatory Education, *Early Parenthood, *Educational Attainment, *Educational Policy, Elementary Secondary Education, Family Income, Federal Aid, *High Risk Students, *One Parent Family, Parent Participation, *Poverty, Youth
This paper focuses on three groups of children and youth who appear to be at risk for depressed educational attainment. The groups are those from single parent families, those from persistently poor families, and those who give birth during their teenage years. A significant number of the country's children and youth are from these groups. School policies and practices play a significant role in the educational attainment process for them, as do the expectations that school personnel have for these students and others and the ways that schools interact with the parents of these students. Family income is another important factor. A key finding is that there is no single cause of depressed educational attainment for any of the three groups in question. Some policy implications of these findings are the following: (1) programs should be developed that respond to a combination of the contributing factors, such as remedial instruction for both students and parents; (2) policies and programs should attempt to reduce income factors associated with low educational attainment; (3) programs should have research functions built into them for longitudinal studies; (4) policies should be flexible, taking into account the dynamic nature of the target population; and (5) policies must strengthen the interaction between these groups and the schools. (VM)

ED 292 928 UD 026 098
Bacon, Stephen Barcia
The Effects of Racially Homogeneous and Heterogeneous Outward Bound Groups on the Self-Report Survey Scores and Drop Out Rates of Minority Students.
Outward Bound USA, Greenwich, CT.
Pub Date—88
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dropout Rate, Dropouts, Ethnic Distribution, Ethnic Relations, Group Dynamics, *Group Experience, Group Unity, *Heterogeneous Grouping, High Schools, High School Students, Homogeneous Grouping, Individual Development, Minority Group Children, *Peer Groups, Pretests Posttests, *Racial Composition, *Racial Relations, White Students
Identifiers—*Outward Bound, Self Report Measures
In order to evaluate the contention that an Outward Bound course grants individuals the opportunity to learn to live and work with people very

different from themselves, 85 minority high school students on scholarships were randomly assigned to one of two groups. Each attended 14 to 20 three-day Outward Bound programs in the summer of 1981. The "homogeneous" group, composed of 25 students, attended Outward Bound in groups composed of 100 percent minority students. The "heterogeneous" group, composed of 60 students, attended Outward Bound in groups that were approximately 30 percent minority and 70 percent Caucasian. The differences between the two groups in dropout rates and pre- and posttest scores on the Self-Report Survey (SRS) were examined. None of the students in the homogenous groups and 15 percent of the students in the heterogeneous groups became motivational dropouts. However, using a multivariate repeated measures analysis on the subscales of the SRS, it was discovered that the students in the heterogeneous groups improved significantly more than the students in the homogeneous groups. The reasons for the differences in dropout rate and SRS scores are discussed, caveats about the research design are offered, and recommendations for further research are made. The following conclusions are offered: (1) heterogeneous groups provide a potentially rich learning environment; and (2) Outward Bound needs to develop new strategies to lower minority dropout rates in ethnically heterogeneous student groups. Data are presented in seven figures. (Author/BJV)

ED 292 929 UD 026 099
Assuring School Success for Students at Risk. A Council Policy Statement.
Council of Chief State School Officers, Washington, D.C.
Pub Date—87
Note—9p.
Available from—Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol St., N.W., Washington, DC 20001.
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Dropout Rate, Educational Facilities Improvement, *Educational Improvement, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Equal Education, *Government Role, Graduation, High Risk Students, Parent School Relationship, School Community Relationship
Identifiers—*Council of Chief State School Officers, Cultural Sensitivity, Empowerment, Partnerships
The Council of Chief State School Officers (CCSSO), a nationwide non-profit organization of the 56 public officials who head departments of public education in every state, the District of Columbia, and five extra-state jurisdictions, has adopted the following principles: (1) each person must have an equal opportunity to earn a high school diploma at public expense; (2) each person, except for those who are severely disabled, has the capacity to earn a high school diploma; (3) teaching methods must reflect the fact that different people learn in different ways; and (4) the CCSSO must provide education programs to ensure that this nation enters the twenty-first century with virtually all students graduating from high school. To meet this goal, the following steps must be taken: (1) the states together must express a will to succeed; (2) the states and the local governments must increase resources for education; (3) the practice of teaching must be strengthened; (4) schools must be improved; (5) parents and communities must be engaged with schools in partnerships; (6) education and related support systems must work in tandem; and (7) the conditions that put students at risk–ill health, poor housing, inadequate nutrition, and unsafe streets–must be corrected. (BJV)

ED 292 930 UD 026 100
Elements of a Model State Statute To Provide Educational Entitlements for At-Risk Students.
Council of Chief State School Officers, Washington, D.C.
Pub Date—87
Note—24p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Development, *Compensatory Education, *Economically Disadvantaged, *Educationally Disadvantaged, *Educational Policy, Elementary Secondary Education, *Eligibility, High Risk Students, Nontraditional Education, Poverty, Teaching Methods, Youth
This document is a model state statute to provide educational entitlements for students at risk of school failure. The statute is predicated on the conviction that children coming from the most impoverished circumstances have the ability to learn and succeed. It is also based on the belief that legislators have a pivotal role to play in establishing a legal framework for successful public education. Part One is a preamble that presents the findings that demonstrate the need for special attention to this population. It also states the legislative objective–to enable each child to graduate from high school and to become a productive, responsible citizen. Part Two calls for pre-school child development programs for young children who are at risk, especially low-income children who have limited English proficiency. Part Three defines the concept of "at risk" for children at various stages. There is a call for flexibility so that the programs may include assistance to children who are not from low-income families but who perform poorly. Part Four establishes an entitlement for dropouts. Programs are specified which can be provided in the public schools or in alternative settings. Part Five specifies measures for implementation, enforcement, and administration of the statute. (VM)

ED 292 931 UD 026 101
The Career Beginnings Outward Bound Component: An Empirical Evaluation.
Outward Bound USA, Greenwich, CT.
Pub Date—Nov 87
Note—21p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Need, Careers, College Preparation, High Schools, *High School Students, Individual Development, *Internship Programs, *Interpersonal Competence, Minority Groups, Program Effectiveness, *Self Esteem, Well Being, Youth
Identifiers—*Outward Bound
This paper summarizes the results of the empirical evaluation of the Outward Bound component of the 1987 Career Beginnings Program. Career Beginnings is a national, privately funded program designed to increase the probability that minority high school youth will either attend college or find good jobs following high school graduation. The Outward Bound component consisted of providing 85 Career Beginnings students with full scholarships to wilderness challenge programs ranging in length from 14 to 23 days. The effectiveness of the Outward Bound component was evaluated using a pre/post quasi-experimental design. The control group consisted of 98 Career Beginning students, chosen randomly, who were not interested in attending Outward Bound. Analysis of several instruments and surveys showed that the experimental students were significantly improved over the control group on the following measures: (1) general well being; (2) self-confidence; (3) social consciousness; and (4) sociability. Both groups of students improved on measures of hopelessness and self-deprecation. Neither group changed much on achievement motivation. The results generally support Outward Bound's ability to increase the positive effects of the Career Beginnings Programs. Tables and figures illustrate the statistical data. (Author/VM)

ED 292 932 UD 026 102
Asian/Pacific American Education: Brief Bibliographies. ERIC Information Alerts Numbers 2-4.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Note—8p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Annotated Bibliographies, *Asian Americans, *Chinese Americans, Cultural Differences, Cultural Influences, Equal Education, Ethnic Groups, *Filipino Americans, *Hawaiians, *Indonesian, Minority Groups, *Pacific Americans, Racial Bias, Socialization
Identifiers—Taiwanese
These three Information Alerts provide annotated bibliographies of documents covering the education of Asian and Pacific Americans. They cover the following topics, among others: (1) nondiscriminatory educational practices; (2) multilingual education; (3) special needs of the population; (4) parent participation; (5) injecting Asian culture into various curricula; and (6) demographic information on the different Asian ethnic groups in the United States. (VM)

ED 292 933 UD 026 103
Le, Thuong Van Le, Nancylee
Culture in the Classroom.
National Association for Asian and Pacific American Education, Berkeley, Calif.
Pub Date—87
Note—31p.; Printed on colored paper. Parts of the document are in the Hmong, Vietnamese, and Cambodian Languages; parts contain small print. Best copy available.
Available from—National Association of Asian American and Pacific Education, 1414 Walnut Street, Room 9, Berkeley, CA 94709.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Asian Studies, *Classroom Techniques, *Cultural Activities, *Cultural Exchange, Curriculum Development, Drama, *Educational Philosophy, Elementary Secondary Education, Holidays, Literature, *Teaching Methods, Theater Arts
New methods are proposed for teachers to increase the cultural knowledge of their students. Rather than emphasizing food, festivals, and famous faces from other lands, there should be an attempt to use culture in the classroom as content in the regular instruction of speaking, listening, writing, mathematics, reading, and science. Teaching suggestions are presented which were developed for use with bilingual classes, English as a Second Language (ESL) classes, and mainstream classes. They can be adapted for elementary or secondary students. The materials and lessons are the following; (1) a timeline for Southeast Asian holidays; (2) a philosophy for bilingual/ESL curriculum; (3) a timeline and map for science lessons; (4) folk tales; (5) a guide for science journals; (6) guidelines for a drama in the social studies class; (7) information on literature and performing arts in other cultures; (8) thematic areas for math skill development; and (9) ideas for using Hmong handicrafts for language development. (VM)

ED 292 934 UD 026 104
Chambers, George A.
All of America's Children: Variants in ACT Test Scores–What Principals Need to Know.
Pub Date—7 Mar 87
Note—82p.; Paper presented at the Annual Convention of the National Association of Secondary School Principals (Anaheim, CA, March 4-8, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Educationally Disadvantaged, *Ethnic Groups, Family Income, *High School Students, *Hispanic Americans, Minority Groups, Scores, *Testing, *Whites
Identifiers—*American College Testing Program
American schools will be at risk until they allow all students to achieve near their potential. Until then America is also at risk because the potential of minorities and of the underclass are not being fully developed, and because the nation's goals of social justice and economic growth are not being met. In a study that compared the scores of Hispanic and Caucasian students on the American College Testing Program (ACT) Assessment, the findings included the following: (1) males outscored females for both ethnic groups in all areas except English; (2) Caucasian students scored substantially higher on each subtest and on composite scores; (3) as family income rises so do composite test scores; (4) students attending smaller high schools scored lower than those in larger ones; (5) Hispanic students in Catholic schools scored higher than Hispanics in public schools; and (6) students who had taken advanced courses in science and mathematics scored higher than students in the basic programs. When comparisons were made between groups and in clusters of factors, family income was found to have a strong influence on test scores. The recommendations include the following: (1) increased federal funding for education is needed; (2) school districts must develop new policies; (3) universities

and colleges must play a more significant role in public education; (4) school personnel must direct more attention toward minorities and the middle class; and (5) parent and community involvement must increase. (Twelve groups and 17 data tables are appended.) (VM)

ED 292 935 UD 026 105
Windows of Opportunity: How Business Invests in U.S. Hispanic Markets. Volume I: Human Development.
Hispanic Policy Development Project, Inc., New York, NY.
Pub Date—87
Note—112p.; For Volume II, see UD 026 106. Photographs may not reproduce clearly.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Business Education, *Employer Employee Relationship, *Employment Opportunities, *Employment Projections, *Hispanic Americans, *Human Capital, Investment, *Job Skills, Population Trends, School Business Relationship, Social Support Groups, Work Attitudes
This is volume 1 of a two-volume series that addresses the critical need to forge closer ties between corporate America and Hispanic Americans. Volume 1 discusses preparing Hispanics to participate fully in American society through a variety of human development strategies. The strategies include the following: (1) increasing the quality and quantity of education for Hispanic children and adults; (2) preparing Hispanics for the fastest growing, best paying occupations; (3) reducing the number of Hispanic households living in poverty; (4) understanding and tapping the unique resources of Spanish-speaking communities; and (5) helping Hispanics to be wise consumers. Programs and organizations that have served the Hispanic community are highlighted. Descriptions of their services are given and contact information is provided. With the rapidly increasing Hispanic population it is imperative that the United States prepare Hispanics to become productive adults and knowledgeable consumers. (VM)

ED 292 936 UD 026 106
Windows of Opportunity: How Business Invests in U.S. Hispanic Markets. Volume II: Business Development.
Hispanic Policy Development Project, Inc., New York, NY.
Pub Date—87
Note—96p.; For Volume I, see UD 026 105. Photographs may not reproduce clearly.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Advertising, *Business Administration, *Consumer Education, *Employer Attitudes, *Employer Employee Relationship, Employment Projections, Entrepreneurship, *Hispanic Americans, Investment, *Labor Market, Marketing, Population Trends, Underemployment
This is volume 2 of a two-volume series that addresses the critical need to forge closer ties between corporate America and Hispanic Americans. Volume 2 presents strategies for involving Hispanics in business. Techniques are given for developing businesses that will tap the Hispanic population as consumers and workers. The key elements of this strategy are the following: (1) recognizing the significance of the Hispanic market; (2) securing commitment from top management; (3) providing technical assistance and financial support; (4) targeting specific populations in marketing and in business development; (5) engaging Hispanic experts on staff and as contractors; and (6) encouraging Hispanics and non-Hispanics to invest in each other. Descriptions and evaluations of programs and initiatives that corporations are undertaking to tap and serve the Hispanic community are included. Photographs and tables illustrate the text. The following information is provided for interested companies: (1) a list of Hispanic advertising agencies (2) a list of the 20 largest Hispanic markets in the United States and (3) a map illustrating the concentration of the United States Hispanic population. (VM)

ED 292 937 UD 026 108
Comments on Educational Equity Plans of the Segments. A Staff Report on the Development of Plans by the State Department of Education, the California State University, and the University of California To Achieve the Educational Equity Goals of Assembly Concurrent Resolution 83 (1984). Commission Report 88-6.
California State Postsecondary Education Commission, Sacramento.
Pub Date—Feb 88
Note—16p.
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Access to Education, Admission Criteria, Affirmative Action, College Admission, College Bound Students, *College Preparation, College Programs, College School Cooperation, *Disadvantaged Youth, Educational Opportunities, *Equal Education, Higher Education, Low Income Groups, Minority Groups, *Postsecondary Education, Program Development, Secondary Education
Identifiers—*California
In 1984 the California Legislature enacted Assembly Concurrent Resolution 83 (ACR 83), which established specific goals for enhancing the participation and success in postsecondary education of students from economic, racial, and ethnic backgrounds historically underrepresented in higher education. The Postsecondary Education Commission was mandated to review existing and planned programs to determine how they can best serve the goals of ACR 83. Responding to reports and recommendations from various segments of public education, the Commission addressed the following policy considerations: (1) the Department of Education's suggestions (offered in "Caught in the Middle–Educational Reform for Young Adolescents in California Public Schools" and "High School Curriculum and University Admissions Requirements: A Critical Linkage") that high schools set requirements that will prepare students for college, study the extent that students are currently prepared for college, review school counseling, advising, and diagnostic testing, review high school curriculum, and refine the data system on dropout characteristics; (2) the California State University's plans set forth in "Educational Equity in the California State University–Which Way the Future?"; and (3) the University of California's plans set forth in "Expanding Educational Equity in California's Schools and Colleges." Assembly Bill 101 is summarized, and recommendations concerning future reports pursuant to ACR 83 are offered. A description of the California Postsecondary Commission is provided. Lists of references and other reports in this series are included. (BJV)

ED 292 938 UD 026 113
Buckner, Edward M.
Evaluation of the High School Magnet Programs 1986-87. Report No. 5, Vol. 22.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—Mar 88
Note—49p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Improvement, *Elective Courses, *Enrichment, *High Schools, High School Students, Instructor Coordinators, *Magnet Schools, Principals, Program Descriptions, *Program Development, Program Effectiveness, Program Evaluation, Questionnaires, School Choice, *Staff Development, Student Attitudes, Teacher Administrator Relationship, Teacher Attitudes
Identifiers—*Atlanta Public Schools GA
The Atlanta Public Schools (APS) system has magnet programs integrated into the instructional programs of 14 of its high schools. Each program has an instructional coordinator who reports to the principal of the school. Because the APS student body is overwhelmingly black, the programs do not have as a major goal increased racial or ethnic integration. Rather, they aim to provide a richer variety of educational choices for APS students, allowing them to broaden and deepen their education in a specific area while still meeting all standard curriculum requirements and educational goals. In order to determine the efficacy of the programs, questionnaires were sent to the program coordinators and to magnet and non-magnet students. The following conclusions were drawn: (1) most of the respondents agreed that the programs are meeting the educational needs of the students; (2) better information about the programs needs to be made available, especially to eighth grade students; (3) there needs to be a more systematic and reasonable process for recruiting students for the magnet programs; (4) the working relationship between the program coordinator and the school principal needs to be improved; (5) the program objectives need to be better defined; (6) the program coordinators should cooperate more; and (7) a systemwide coordinator for the programs should be appointed. Data are presented on two figures and in three appendices. (BJV)

ED 292 939 UD 026 117
Earle, Janice And Others
What's Promising: New Approaches to Dropout Prevention for Girls.
National Association of State Boards of Education, Alexandria, VA.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—87
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dropout Prevention, *Dropout Programs, *Dropouts, Educational Policy, *Females, *High Risk Students, High Schools, Job Training, Nontraditional Occupations, *Program Effectiveness, School Community Relationship, Sex Bias
Few researchers have studied the female dropout and too few dropout prevention programs are specifically designed to help girls complete high school. This paper describes programs and state policy initiatives that show promise in helping young women complete their education. They are used by schools and outside organizations to serve and encourage teenage girls with the following approaches: (1) academic encouragement; (2) activities to enhance self-esteem; (3) coordination of services for academic and non-academic needs; (4) bias-free interactions with teachers and administrators; and (5) encouragement to enter non-traditional courses and careers. Successful programs for each approach are described. Funds are needed to fully evaluate these programs so that the models can be shared among states and communities. There are a number of state policy initiatives which show promise in helping at risk students of both sexes. These include the following: (1) requiring accurate data collection on school completion by gender; (2) initiating collaboration between state agencies and private organizations; (3) creating incentives for schools to improve services; (4) imposing requirements that schools must meet in regard to at-risk youth; and (5) employing sanctions against districts or schools that fail to serve at-risk youth effectively. (VM)

ED 292 940 UD 026 118
Ascher, Carol
Improving Chapter 1 Delivery. ERIC/CUE Digest Number 39.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Contract—OERI-R188062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compensatory Education, *Delivery Systems, Educationally Disadvantaged, *Educational Strategies, Elementary Secondary Education, High Risk Students, Low Achievement, *Program Effectiveness, *Program Evaluation, School Schedules, *Services
Identifiers—*Education Consolidation Improvement Act Chapter 1
Researchers and educators have begun to question whether Chapter 1 pull-out programs are the most effective method of delivering extra help to the students who need it. Pull-out programs are still the predominating type, but may be declining in popularity as in-class programs gain favor. This document summarizes a variety of program designs which are used nation-wide to provide Chapter 1 services to students. They are the following: (1) pull-out programs which provide instruction outside of the classroom and have advantages and disadvantages to student achievement and school organization; (2) add-on programs which take place beyond the regular instructional times and may cause difficulties in scheduling and transportation; (3) in-class instruction in which there is usually a Chapter 1 specialist along with the regular teacher in the students' classroom; and (4) replacement programs

which provide Chapter 1 students with separate classes for all of the instruction they are to receive in a given subject and which reduce the class size for regular teachers in some areas of instruction. Research has suggested some more effective methods, but national, state, and local laws impede the success and flexibility of service delivery. A list of eight references is included. (VM)

ED 292 941 UD 026 119

Wells, Amy Stuart

Teacher, Principal, and Parent Involvement In the Effective School. ERIC/CUE Digest Number 38.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Contract—OERI-400-86-0015

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Administrator Role, *Educational Environment, Elementary Secondary Education, Expectation, *Family Environment, Instructional Leadership, Mastery Learning, *Parent School Relationship, *Principals, School Effectiveness, Teacher Effectiveness, *Teacher Role, Time on Task

The roles and conduct of teachers and principals have emerged as good indicators of effective schools. Research is presently being conducted on parent involvement and its effect on student learning. Good teacher-student interaction is crucial to effective learning. Teachers must have high expectations for students. Their techniques for transferring knowledge must be efficient and thorough. If used properly, methods such as mastery learning can improve achievement. Principals of effective schools must have high expectations for students. Strong instructional leadership techniques will make it clear that learning is the focus of the school. A positive school climate can be maintained if administrators are supportive of teacher needs and institute a joint decision-making process. While teachers and principals are responsible for developing strong ties between school and home, parents can try to maintain a positive home environment which is conducive to academic achievement. The important home factors include the following: (1) work habits and daily schedule of the family; (2) available parental guidance, support, and assistance for the child's school and homework; (3) intellectual stimulation; (4) language development; and (5) parents' academic aspirations and expectations. More research is needed to know if effective school techniques are applicable to all students at all grade levels. (VM)

ED 292 942 UD 026 120

Haberman, Martin

Recruiting and Selecting Teachers for Urban Schools. ERIC/CUE Urban Diversity Series, Number 95.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 87

Contract—OERI-400-86-0015

Note—76p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Admission Criteria, Curriculum Development, Educational Change, Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Schools of Education, Student Characteristics, *Student Teaching, *Teacher Characteristics, *Teacher Education, Teacher Qualifications, *Teacher Recruitment, *Urban Education, Urban Schools

This monograph reviews literature on, and presents recommendations for, recruiting and selecting students who will train to become teachers for urban schools. Studies show that urban patterns of poverty, early parenthood, and other social ills make urban school children at high risk for academic failure. There is a critical shortage of teachers in urban schools especially minority teachers. In addition, many of the present teachers are not trained for urban teaching. Teacher training institutions must develop new programs to train, recruit, and retain properly trained teachers. The programs must include faculty and curricula which effectively prepare students for the urban school experience. Full year, supervised intern teaching in an urban setting should be required before certification. The monograph contains discussions on the following topics: (1) the educational reform literature; (2) the continuing and increasing need for teachers in urban schools; (3) admission criteria for teacher education programs; and (5) the future: combining the two worlds of teacher education, the one which relates directly to urban life and the one which is university based and does not confront urban issues automatically. An appendix summarizes the teacher education portions of major reports on school reform. A questionnaire for teacher education candidates is included. The bibliography contains 62 items. (VM)

ED 292 943 UD 026 121

Gonzalez, Diana H. Page, J. Brian

Cuban Women, Sex Role Conflicts and Use of Prescription Drugs.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—19 Nov 79

Grant—1-R01-DA-02320-02

Note—14p.; Paper presented at the Annual Meeting of the American Anthropological Association (Cincinnati, OH, November 19, 1979).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cubans, *Drug Use, *Employment, *Females, *Immigrants, Refugees, Sedatives, *Sex Role, Social Mobility, Socioeconomic Status, Stress Management

This paper focuses on Cuban women migrants living in Miami (Florida) and on their adaptation to life in exile, especially their use of minor tranquilizers. Many of these women left Cuba for political and economic reasons. The migration process restructured their social status in many ways. They were not allowed to bring valuables or financial assets with them. Families of all classes had no money and no English language skills. Many of the women entered the labor force at low pay, which to them represented downward social mobility and a loss of social standing and prestige. Cuban women came to have the highest participation rate in the U.S. labor force of any Hispanic group. To ease the stress which arose from the conflicting needs for income and to keep house, some Cuban women turned to the use of prescription drugs. A survey of these women showed that they took the drugs for their nerves or as sleeping aids. Clear links were found between post-immigration conditions and drug use. The conditions which correlated with higher use were the following: (1) concern for relatives who had remained in Cuba; (2) anxiety about income and employment; (3) uncertainty about repatriation; and (4) the imminent Communist takeover of Cuba. Minor tranquilizers have achieved a status similar to that of traditional herbs. Many of the women obtain these medications without a prescription. They make the diagnosis themselves and the behavior is accepted by kinship and other social networks. A bibliography is included. (VM)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor — **Microcomputers**
Title — Public Education and Electronic Technologies.
ED 226 725 — **Accession Number**

Identifier — **National Assessment of Educational Progress**
Title — Reading, Science, and Mathematics Trends. A Closer Look.
ED 227 159 — **Accession Number**

AAHE Assessment Forum
A Position Paper on Postsecondary Assessment.
ED 292 361

Ability Identification
A Three-Dimensional Model for Individualizing Instruction for Gifted Students.
ED 292 290

Abortions
Comparative Health Characteristics of Adolescent and Older Mothers and Their Offspring in Maine.
ED 292 019

Abstract Reasoning
Cognitive Modification as Intervention for Increasing Basic Skills in Classroom Planning and Teaching.
ED 292 802
Practical Arguments Are No Accounts of Teacher Thinking: But Then, What Is? Occasional Paper No. 119.
ED 292 776
The Relationship between Abstract Concept Achievement and Prior Knowledge, Formal Reasoning Ability, and Sex among Some Egyptian Secondary School Students.
ED 292 636

Abstracts
Resources in Education (RIE). Volume 23, Number 8.
ED 291 863

Academic Ability
Peer Collaboration: Enhancing Teacher Problem-Solving Capabilities for Students at Risk.
ED 292 800

Academic Achievement
Bibliography of Research Related to Secondary Education. Spring, 1988.
ED 292 770
C.T.B.S. Testing: Spring 1986. District Report. Grade 3, 5, and 8.
ED 292 843
A Descriptive Profile of the Florida Associate Master Teacher.
ED 292 791
The Development and Implementation of a Program To Improve the Performance of Underachieving Gifted Students.
ED 292 242
Effective Teaching Is Not Just a Dream.
ED 292 580
The Effect of the 4MAT System on Achievement and Attitudes in Science.
ED 292 660
Evaluation Research. Study of the Effects of a Career Ladder Intervention Program with Focus on the Production & Outcomes in Student Achievement.
ED 292 794
GED and Traditional High School Diploma Holders Attending Florida's Community Colleges: A Comparison of Academic Success. GED Research Brief No. 12.
ED 291 892
High School Equivalency and High School Diploma Students at Brandon University: A Comparison of Academic Success. GED Research Brief No. 5.
ED 291 885
In Search of the Different Voice: Gender Differences in Adult Moral Reasoning.
ED 291 988
Larger Is Sometimes Better: Approaches to Larger Classes.
ED 292 359
Measuring Student Achievement: Comparable Test Results for Participating SREB States, the Region, and the Nation. A Report of the Southern Regional Education Board/National Assessment of Educational Progress 1986 Program with Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.
ED 292 863
A Methodology for Defining Content Domains for Achievement Measures in Specific Disciplines.
ED 292 879
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (61st, Lake of the Ozarks, MO, April 10-13, 1988).
ED 292 688
Performance Characteristics of Florida's Early Exit Equivalency Candidates. GED Research Brief No. 9.
ED 291 889
Prekindergarten Programs for 3 and 4 Year Old Children at Risk of Academic Failure: 1986-87 School Year. Second Interim Report.
ED 292 579
The Relationship between Self-Concept and Academic Achievement of Kindergarten Students.
ED 292 574
A Retrospective Study of Mt. San Antonio College Learning Assistance Services.
ED 292 528
Student Outcomes and Teacher Characteristics in Exemplary Middle and Junior High Science Programs.
ED 292 647
Transferability of CCP Credits to Temple University. Institutional Research In-Brief #43 and Profile of Temple Transfer Students. Institutional Research In-Brief.
ED 292 523

Academic Advising
Academic Counseling: Content-Guide-Checklist for Three Interviews Per Semester. (Working Paper No. 1).
ED 292 041

Academic Aspiration
Post-High School Plans of Black High School Graduates: What Has Changed Since the Mid-1970s? CDE Working Paper 87-26.
ED 292 902
Putting the Pieces Together...Becoming an Adult Student.
ED 291 924

Academic Education
The Class of 1979 Speaks Out: A Consumers' Report on Hoosier High School Education.
ED 291 943

Academic Failure
Prekindergarten Programs for 3 and 4 Year Old Children at Risk of Academic Failure: 1986-87 School Year. Second Interim Report.
ED 292 579

Academic Libraries
Performance Appraisal in Research Libraries. SPEC Kit 140.
ED 292 468

Academic Persistence
At-Risk Students. ERIC Digest Series Number 21.
ED 292 172
Environmental Influences on Minority Degree Attainment. ASHE Annual Meeting Paper.
ED 292 415
GED and Traditional High School Diploma Holders Attending Florida's Community Colleges: A Comparison of Academic Success. GED Research Brief No. 12.
ED 291 892
Persistence and the Two-Year College Student. ASHE Annual Meeting Paper.
ED 292 404
Persistence of GED and Traditional Students at a Public Community College: A Test of a Conceptual Model. GED Research Brief No. 7.
ED 291 887
Persistence, Student Background, and Integration/Commitment: Variation by Definition of Persistence and Institutional Type. ASHE Annual Meeting Paper.

ED 292 380
Reciprocal Causation and Mixed Effects within the Tinto Model of College Student Withdrawal. ASHE Annual Meeting Paper.
ED 292 403

Academic Self Concept
Relationship between Achievement in Reading and Self-Concept Relation to Reading.
ED 292 066

Academic Standards
American Experience of Accreditation of Employer-Provided Training. Paper No. 4.
ED 291 970
The Philosophy of Accreditation.
ED 292 436
Preparing the Unprepared: Revising LJC's Remedial Program.
ED 292 532

Academically Gifted
The Development and Implementation of a Program To Improve the Performance of Underachieving Gifted Students.
ED 292 242

Acceleration (Education)
Madeline Hunter's Teaching Machine.
ED 292 198
Performance Characteristics of Florida's Early Exit Equivalency Candidates. GED Research Brief No. 9.
ED 291 889

Access to Education
The Accessibility of Vocational-Technical Education to Secondary and Postsecondary Students Including: Gender and Racial/Ethnic Composition and Special Populations.
ED 291 926
Broken Lives: Denial of Education to Homeless Children.
ED 292 897
Comments on Educational Equity Plans of the Segments. A Staff Report on the Development of Plans by the State Department of Education, the California State University, and the University of California To Achieve the Educational Equity Goals of Assembly Concurrent Resolution 83 (1984). Commission Report 88-6.
ED 292 937
Marketing Skills for Craftspeople. FEU/PICKUP Project Report.
ED 291 949
Reflections on the Consequences of Public Support for Private Schools.
ED 292 175

Access to Information
Procedures for Writers in the Field of Adult Education: How To Make Your Writings More Consistently Accessible within Computerized Information Databases.
ED 291 945
Subject Access to Books in the Social Sciences: A Public Services Viewpoint.
ED 292 471

Accountability
Economic Evaluation in/of Instructional Development. Chapter 10.
ED 292 453

Accounting
Evaluation of Agricultural Accounting Software. Improved Decision Making. Third Edition.
ED 291 913
Financial Management: Overall Plan Needed To Guide System Improvements at Education. United States General Accounting Office Report to the Secretary of Education.
ED 292 426
Introducing the Microcomputer into Undergraduate Tax Courses.
ED 291 953

Accreditation (Institutions)
American Experience of Accreditation of Employer-Provided Training. Paper No. 4.
ED 291 970
The Philosophy of Accreditation.
ED 292 436

Accreditation Standards
The Philosophy of Accreditation.
ED 292 436

Accrediting Agencies
American Experience of Accreditation of Employer-Provided Training. Paper No. 4.
ED 291 970
The Council on Postsecondary Accreditation: 1986 Self-Study. Background, Findings and Recommendations, and Resulting Bylaw Changes.
ED 292 435

Acculturation
Eastern European Refugee Survey. Final Report.
ED 292 304

Achievement
The Relationship between Abstract Concept Achievement and Prior Knowledge, Formal Reasoning Ability, and Sex among Some Egyptian Secondary School Students.
ED 292 636

Achievement Need
The Career Beginnings Outward Bound Component: An Empirical Evaluation.
ED 292 931

Achievement Rating
Issues in Race/Ethnicity Identification Procedures in the National Assessment of Educational Progress, Part I: A Comparison of Observer Reports and Self-Identification. Research Report No. 87-19.
ED 292 848

Achievement Tests
College Level Academic Skills Test Review: Report and Recommendations of the Postsecondary Education Planning Commission, 1988. Report 4.
ED 292 512
A Comparative Analysis of Three Item Selection Procedures.
ED 292 876
C.T.B.S. Testing: Spring 1986. District Report. Grade 3, 5, and 8.
ED 292 843
General Academic Assessment. Institutional Research In-Brief #38.
ED 292 517
Measuring Student Achievement: Comparable Test Results for Participating SREB States, the Region, and the Nation. A Report of the Southern Regional Education Board/National Assessment of Educational Progress 1986 Program with Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.
ED 292 863
Progressive Achievement Tests in Reading: Comprehension & Vocabulary. Teacher's Handbook. Second Edition.
ED 292 874//
Sex Differences in the Second IEA Science Study–U.S. Results in an International Context.
ED 292 649

Acoustics
Intonation and Turn-Taking in German: Women vs. Men.
ED 292 300

Acquired Immune Deficiency Syndrome
Acquired Immune Deficiency Syndrome (AIDS) and the Veterans' Administration. Hearing before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First Session.
ED 291 992
Education Divided by AIDS Equals?
ED 292 786
Selected Laws, Rules and State-Level Activities in Wisconsin Related to Acquired Immunodeficiency Syndrome. Information Memorandum 87-4.
ED 292 031

ACT Mathematics Placement Examination
The Declining Years of Nationally-Normed Tests (1964-1981).
ED 292 852

ACTFL ILR Oral Proficiency Guidelines
Proficiency Orientation, Vocabulary, and Selected First-Year College German Textbooks.
ED 292 342

Action Research
Action Research and Reflective Student Teaching at UW–Madison: Issues and Examples.
ED 292 793
"Problems in Teacher Appraisal–An Action-Research Solution?"
ED 292 861

Adjustment (to Environment)
Children of Divorce: Facilitating Well-Being.
ED 292 014
Maternal Employment and Adolescent Adjustment and Perceptions of Child Rearing.
ED 292 556
Using Transitions in Program Planning: A Practical Approach.
ED 292 279

Administrative Change
Women in the University: A Policy Report. Report of the University of Queensland Senate Working Party on the Status of Women.
ED 292 369//

Administrative Organization
Class Coverage in the Chicago Pulic Schools. A Study of Teacher Absences and Substitute Coverage.
ED 292 182
Comprehensive Assessment: Leveraged Funding and Organizational Strategy.
ED 291 905
The Status of Undergraduate Education in Linguistics in the United States and Canada. Linguistics in the Undergraduate Curriculum, Appendix 2.
ED 292 313

Administrative Policy
Alcohol Policies and Practices on College and University Campuses. NASPA Monograph Series Volume 7.
ED 292 431
Class Coverage in the Chicago Pulic Schools. A Study of Teacher Absences and Substitute Coverage.
ED 292 182

Administrator Attitudes
Defining "Good Faculty Leadership;" Interpretations of Professors and Presidents. ASHE Annual Meeting Paper.
ED 292 394
The Implicit Leadership Theories of College and University Presidents. ASHE Annual Meeting Paper.
ED 292 408
Individual Preferences and Organizational Goals: Consistency and Diversity in the Futures Desired by Campus Leaders. ASHE Annual Meeting Paper.
ED 292 384
The Meaning of "Good Presidential Leadership": A Frame Analysis. ASHE Annual Meeting Paper.
ED 292 416
Pieces of Eight: The Rites, Roles, and Styles of the Dean, by Eight Who Have Been There.
ED 292 432
Senior Administrator Attitudes about Planning. ASHE Annual Meeting Paper.
ED 292 390
Strategic Leadership: The Changing Orientations of College Presidents. ASHE Annual Meeting Paper.
ED 292 393
Symbolism and Presidential Perceptions of Leadership. ASHE Annual Meeting Paper.
ED 292 405
Training Needs of Rehabilitation Facility Administrators: 1985. Research Report.
ED 291 921

Administrator Education
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The Civil War: Its Impact on a Border Community. Perspectives.
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PRISM: Principal Resources in Secondary Mathematics.
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Class Organization
Organizational Communication Inc.: Designing the Organizational Communication Theory Class as an Organizational Simulation.
ED 292 134

Class Size
Class Size and Public Policy: Politics and Panaceas.
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Larger Is Sometimes Better: Approaches to Larger Classes.
ED 292 359

Classical Languages
Classics for the Gifted: Evaluation.
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Classical Literature
Classics for the Gifted: Some Practical Strategies.
ED 292 224

Classics (Literature)
Summertime Favorites.
ED 292 080

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ED 292 914

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ED 292 121
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ED 292 214
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ED 292 799

Classroom Observation Techniques
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Classroom Techniques
Classroom Standard Setting and Grading Practices.
ED 292 880
Comparing Researchers', Teachers', and Students' Perspectives on a Line of Research Attempting to Implement Wait Time in Classrooms.
ED 292 883
Culture in the Classroom.
ED 292 933
Integrating Styles and Skills: An Approach to Lesson Planning for the ESL Classroom.
ED 292 292
The Interaction of Research, Policy, and Practice: A Case Study of a Research Group Attempting to Implement Wait Time.
ED 292 882
Larger Is Sometimes Better: Approaches to Larger Classes.
ED 292 359
Pre-Service Teachers' Perceptions of Discipline Problems and Methods of Managing Disruptive Student Behavior.
ED 292 764
Self-Modeling and Cognitive Skill Learning.
ED 292 847
Strategies for the Teaching of Vocabulary Based on Oral Frequency Counts.
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ED 292 914

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Computers: The New Classroom Aid.
ED 292 689

Cleaning
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Effects of Counselor Reassignments and Reassignment Procedures on Client Anxiety.
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Clinical Linguistics
Clinical Linguistics. Linguistics in the Undergraduate Curriculum, Appendix 4-B.
ED 292 316

Clitics
Second-Position Clitics in Alsea.
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Codes of Ethics
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Coding
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The Gifted: Fiction and Reality of Their Teaching in Tertiary Education.
ED 292 238
Horizontal Structure: A Neo-Piagetian Analysis of Structural Parallels across Domains.
ED 292 085
In Search of the Different Voice: Gender Differences in Adult Moral Reasoning.
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Language Intervention to a Retarded Child through Cognitive Training and Pretend Play.
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The Relationship between Abstract Concept Achievement and Prior Knowledge, Formal Reasoning Ability, and Sex among Some Egyptian Secondary School Students.
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A Review of Memory Systems and Implications for Research into the Learning Process.
ED 292 658
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ED 292 266
The TEA-AEL Parent Education Notebook.
ED 292 577
Toward a Cross-Cultural Examination of Adult Thought.
ED 291 869

Cognitive Dissonance
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Cognitive Mapping
Cognitive Style Mapping: Its Place in Instructional Development. Chapter 6.
ED 292 449
Effects of Intervention Instruction Using Cognitive Modification Techniques on Teacher Perception and Behavior.
ED 292 798
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ED 292 765

Cognitive Measurement
Cognitive Style Mapping: Its Place in Instructional Development. Chapter 6.
ED 292 449

Cognitive Processes
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Sexual Arousal Attributions and Gender Identity Perceptions of Child Molesters.
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Some Long-Term Effects of Uninformed Conceptual Change.
ED 292 632
A Study of Teachers' Planning.
ED 292 795
What We Know (and What We Don't Know) about Training of Cognitive Strategies for Technical Problem Solving.
ED 292 813

Cognitive Psychology
Cognitive Psychology and Instructions: New Schemes for Old Ways.
ED 292 104
Cognitive Psychology and the SAT: A Review of Some Implications. Research Report 87-28.
ED 292 875
Expertise in Teaching: Expert Pedagogues.
ED 292 792
A Review of Memory Systems and Implications for Research into the Learning Process.
ED 292 658
Toward a Cross-Cultural Examination of Adult Thought.
ED 291 869

Cognitive Restructuring
Children of Divorce: Facilitating Well-Being.
ED 292 014

Cognitive Sciences
Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
ED 292 319
Linguistics as a Cognitive Science and Its Role in an Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-F.
ED 292 320
Linguistics, Cognitive Science and Liberal Education. Linguistics in the Undergraduate Curriculum, Appendix 4-H.
ED 292 322
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
ED 292 323
Linguistics in the Study of Information and Intelligence. Linguistics in the Undergraduate Curriculum, Appendix 4-J.
ED 292 324

Cognitive Structures
Cognitive Psychology and Instructions: New Schemes for Old Ways.
ED 292 104
Horizontal Structure: A Neo-Piagetian Analysis of Structural Parallels across Domains.
ED 292 085
Teaching Linguistics in an Interdisciplinary Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-M.
ED 292 327

Cognitive Style
Action Research and Reflective Student Teaching at UW–Madison: Issues and Examples.
ED 292 793
Cognitive Learning Strategies: Their Relation to Perceived Need and Help-Seeking Behavior.
ED 292 010
Cognitive Style Mapping: Its Place in Instructional Development. Chapter 6.
ED 292 449
The Effect of the 4MAT System on Achievement and Attitudes in Science.
ED 292 660
Gender Differences in Mediator Behavior.
ED 292 037
Goals for Reflecting Cultural Diversity in Teacher Education.
ED 292 761
Integrating Styles and Skills: An Approach to Lesson Planning for the ESL Classroom.
ED 292 292
Measurement Characteristics of a Test of Field-Independence: Literature Review and Development of the Finding Embedded Figures Test.
ED 292 823
Profiling & Utilizing Learning Style.
ED 292 772
Projective and Intraceptive Styles of Poetry Interpretation.
ED 292 102
Sexual Arousal Attributions and Gender Identity Perceptions of Child Molesters.
ED 292 036

Collective Bargaining
Bargaining.
ED 292 189
Collective Bargaining: Adversary or Colleague? Chapter 11.
ED 292 454
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College Attendance
The Development of Critical Thinking: Does College Make a Difference? ASHE Annual Meeting Paper.
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SAT-M Performance of Women Intending Quantitative Fields of Study.
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ED 291 970
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ED 292 523

College Curriculum
Applied Linguistics: An Overview. Linguistics in the Undergraduate Curriculum, Appendix 4-A.
ED 292 315
Clinical Linguistics. Linguistics in the Undergraduate Curriculum, Appendix 4-B.
ED 292 316
Directory of Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 1.
ED 292 312
Library List: A Suggested Library Collection for Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 6.
ED 292 331
Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.
ED 292 318
Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
ED 292 319
Linguistics as a Cognitive Science and Its Role in an Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-F.
ED 292 320
Linguistics as an Experimental Discipline. Linguistics in the Undergraduate Curriculum, Appendix 4-G.
ED 292 321
Linguistics, Cognitive Science and Liberal Education. Linguistics in the Undergraduate Curriculum, Appendix 4-H.
ED 292 322
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
ED 292 323
Linguistics in the Study of Information and Intelligence. Linguistics in the Undergraduate Curriculum, Appendix 4-J.
ED 292 324
Linguistics in the Undergraduate Curriculum.
ED 292 311
Linguistics in the Undergraduate Curriculum: Final Report.
ED 292 310
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Some Thoughts on the Role of Linguistics in a Liberal Arts Education. Linguistics in the Undergraduate Curriculum, Appendix 4-K.
ED 292 325
Stylistics and Poetics. Linguistics in the Undergraduate Curriculum, Appendix 4-L.
ED 292 326
Teaching Linguistics to Non-Linguistics Majors. Linguistics in the Undergraduate Curriculum, Appendix 4-N.
ED 292 328
THE USCS Linguistics Major. Linguistics in the Undergraduate Curriculum, Appendix 4-O.
ED 292 329

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Collective Bargaining: Adversary or Colleague? Chapter 11.
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Instructional Improvement Centers in Higher Education. Chapter 8.
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The Meaning of "Good Presidential Leadership": A Frame Analysis. ASHE Annual Meeting Paper.
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Strategic Leadership: The Changing Orientations of College Presidents. ASHE Annual Meeting Paper.
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Knowledge Representation in Novice Physics Problem Solvers.
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ED 292 610//
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ED 291 924
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Building Administrator Skill in a Learning Community.
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ED 292 306
Asian Americans: A Comprehensive Bibliography.
ED 292 307
Bilingualism: A Comprehensive Bibliography.
ED 292 305
Black Americans: A Comprehensive Bibliography.
ED 292 309
Hispanic Americans: A Comprehensive Bibliography.
ED 292 308

Communication Patterns
The Complexity Of Interactive Change: A Study of Organizational Burnout.
ED 292 154

Communication Skills
Classics for the Gifted: Evaluation.
ED 292 223
A Cognitively-Based Communication Curriculum for Persons with Multiple Handicaps Functioning between 0-24 Months Developmentally.
ED 292 241
Communication for a Livable World: A Curriculum for Grades 4-8.
ED 292 159
Communication Skills: A Summer Experience. Grade 3.
ED 292 086
The Communication Training Needs of Practicing Engineers.
ED 292 152
Evaluation Research Practices among Human Resource Training Consultants.
ED 292 157
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ED 292 565
Of Escape Goats and Communication Training.
ED 292 144
The Portrayal of Reader-Writer Conferencing.
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The Presentation of Projects by High School Pupils in a Gifted Programme.
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Teaching Colleagues in Other Disciplines To Assess Communication Competency.
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Communication Strategies
Communication for a Livable World: A Curriculum for Grades 4-8.
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Communications
Technology: Manufacturing, Transportation, Construction, Communication.
ED 291 928

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Employment and Economic Participation in the Fields of Communications.
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Community Planning
Child Care Centers in Park Settings.
ED 292 546
The Gaston System: A Community Plans for the Future.
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ED 292 191
Higher Education.
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ED 292 203
Instructional Development: The State of the Art. Chapter 13.
ED 292 456
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Mirrors of Minds: Patterns of Experience in Educational Computing.
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ED 292 146

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Arts Education Is Not a Frill!
ED 292 169
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Arts Education Is Not a Frill!
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A Clashing of Symbols: Method and Meaning in Liberal Studies.
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ED 292 322

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ED 292 444
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ED 292 456
Instructional Improvement Centers in Higher Education. Chapter 8.
ED 292 451
The Intricacies of Instructional Development. Chapter 2.
ED 292 446
The Organization and Implementation of Instructional Development Programs in Higher Education: A Review of Literature. Chapter 7.
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ED 292 452
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California Articulation Number System. Plan, Prepare, Transfer.
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ED 292 318
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ED 292 319
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ED 292 323
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ED 292 326
Teaching Linguistics in an Interdisciplinary Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-M.
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ASTD Update: Basic Skills.
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The Relationship between Self-Concept and Academic Achievement of Kindergarten Students.
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Of Escape Goats and Communication Training.
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Language Handicaps
Clinical Linguistics. Linguistics in the Undergraduate Curriculum, Appendix 4-B.
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A Study on the Language Intervention by Cognitive-Pragmatic Approach (II).
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Language Patterns
The Disacquisition of Subjecthood in Shina (Skardu).
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Melodies in Motherese in Tonal and Nontonal Languages: Mandarin Chinese, Caucasian American, and German.
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Bilingualism: A Comprehensive Bibliography.
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Black Americans: A Comprehensive Bibliography.
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On the Diachronic Source of Linguistic Universals.
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Conceptualization and Measurement of Interest.
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Sports.
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Torts.
ED 292 192

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Finance.
ED 292 194
Handicapped.
ED 292 191
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Sports.
ED 292 193
Torts.
ED 292 192
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Madeline Hunter's Teaching Machine.
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Linguistics, Cognitive Science and Liberal Education. Linguistics in the Undergraduate Curriculum, Appendix 4-H.
ED 292 322
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
ED 292 323
The Meaning of General Education: The Emergence of a Curriculum Paradigm.
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Some Thoughts on the Role of Linguistics in a Liberal Arts Education. Linguistics in the Undergraduate Curriculum, Appendix 4-K.
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Interactive Video Disc Orientation Documentation.
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The Secondary School Library: Dukedom Large Enough?
ED 292 470

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LSCA Information and Guidelines for Wisconsin, 1988-89. Bulletin No. 8160.
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Library Role
The Secondary School Library: Dukedom Large Enough?
ED 292 470

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Library Programs. LSCA Programs: An Action Report.
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Long-Range Plan for Library Services in Wisconsin, 1987-1992. Bulletin No. 8169.
ED 292 480

Library Services and Construction Act
Library Programs. LSCA Programs: An Action Report.
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Long-Range Plan for Library Services in Wisconsin, 1987-1992. Bulletin No. 8169.
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LSCA Information and Guidelines for Wisconsin, 1988-89. Bulletin No. 8160.
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Good Book Lookers: A Three-Week Introductory Module in the Language Arts To Foster Independent Reading among Third Graders.
ED 292 056
The Secondary School Library: Dukedom Large Enough?
ED 292 470

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Performance Appraisal in Research Libraries. SPEC Kit 140.
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Implementing and Evaluating a Bibliographic Retrieval System for Print and Non-Print Media Materials.
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The Life Review as a Counseling Modality for Use by Nurses.
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Life Satisfaction
Adventures of Aging.
ED 292 012
The Life Review as a Counseling Modality for Use by Nurses.
ED 292 046

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Linear Equating Method
An Analytical Comparison among Three Linear Equating Methods for the Common Item Nonequivalent Populations Design.
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Linguistic Theory
Agreement in Bloomfield.
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Applications of Cross-Language Analysis. Jyvaskyla Cross-Language Studies, No. 12
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Bilingualism: A Comprehensive Bibliography.
ED 292 305
On Resolving a Paradox in the Analysis of Navajo Syntax.
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On the Diachronic Source of Linguistic Universals.
ED 292 295
A Role for Negative Evidence in Second Language Acquisition?
ED 292 358
Teaching Linguistics in an Interdisciplinary Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-M.
ED 292 327

Linguistics
A Chapter in the Early History of American Linguistics.
ED 292 346
Clinical Linguistics. Linguistics in the Undergraduate Curriculum, Appendix 4-B.
ED 292 316
Community Outreach. Linguistics in the Undergraduate Curriculum, Appendix 4-C.

ED 292 317
Directory of Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 1.
ED 292 312
Library List: A Suggested Library Collection for Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 6.
ED 292 331
Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.
ED 292 318
Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
ED 292 319
Linguistics as a Cognitive Science and Its Role in an Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-F.
ED 292 320
Linguistics as an Experimental Discipline. Linguistics in the Undergraduate Curriculum, Appendix 4-G.
ED 292 321
Linguistics, Cognitive Science and Liberal Education. Linguistics in the Undergraduate Curriculum, Appendix 4-H.
ED 292 322
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
ED 292 323
Linguistics in the Study of Information and Intelligence. Linguistics in the Undergraduate Curriculum, Appendix 4-J.
ED 292 324
Linguistics in the Undergraduate Curriculum.
ED 292 311
Linguistics in the Undergraduate Curriculum: Final Report.
ED 292 310
Sample Undergraduate Linguistics Courses. Linguistics in the Undergraduate Curriculum, Appendix 5.
ED 292 330
Some Thoughts on the Role of Linguistics in a Liberal Arts Education. Linguistics in the Undergraduate Curriculum, Appendix 4-K.
ED 292 325
The Status of Undergraduate Education in Linguistics in the United States and Canada. Linguistics in the Undergraduate Curriculum, Appendix 2.
ED 292 313
Stylistics and Poetics. Linguistics in the Undergraduate Curriculum, Appendix 4-L.
ED 292 326
Teaching Linguistics in an Interdisciplinary Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-M.
ED 292 327
Teaching Linguistics to Non-Linguistics Majors. Linguistics in the Undergraduate Curriculum, Appendix 4-N.
ED 292 328
THE USCS Linguistics Major. Linguistics in the Undergraduate Curriculum, Appendix 4-O.
ED 292 329
Using Existing Resources To Develop an Undergraduate Linguistics Major. Linguistics in the Undergraduate Curriculum, Appendix 3.
ED 292 314

Listening Comprehension
Activities for Building Students' Proficiency in Spanish Classes.
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Listening Habits
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Listening Skills
A Listening Laboratory Designed from Cognitive Learning Principles at Evergreen Valley College.
ED 292 530
A Program of Games and Activities to Increase Listening and Attentional Skills in Kindergarten Children.
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Listening Theory
A Listening Laboratory Designed from Cognitive Learning Principles at Evergreen Valley College.
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Symbolic Play as a Curricular Tool for Early Literacy Development.
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Community Outreach. Linguistics in the Undergraduate Curriculum, Appendix 4-C.
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ED 292 313
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ED 292 329
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ED 292 546
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ED 292 337
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ED 292 443

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New Directions in Reading Instruction. ED 292 057
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ED 292 644
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ED 292 786
Faces and Future of the Nonmetro Workforce.
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Rural Population
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ED 292 392

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ED 292 402
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A Definitional Analysis of English Causative Verbs; Its Linguistic and Psycholinguistic Basis.
ED 292 298
Group and Individual Evidentials: Sentence-Final "No" and Bare Verbs in Japanese.
ED 292 299
Patientive Absolutive Verbal Morphology and Passive in Samoan.
ED 292 355

Veterans Administration
Acquired Immune Deficiency Syndrome (AIDS) and the Veterans' Administration. Hearing before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First Session.
ED 291 992

Victimization
Media-Cultivated Perceptions of Criminal Victimization.
ED 292 163

Victims of Crime
Rape Trial Coverage on Trial: The Myth, the Reality, the Result.
ED 292 150
Survivor: For People with Developmental Disabilities, Who Have Been Sexually Assaulted. Booklet 1: For Those Who Read Best with Few Words. Special Edition.
ED 292 263

Video Equipment
Video at Work in American Schools.
ED 292 443

Videodisks
Applications of Videodisc Technology to Language Arts, Grades K-12: A Review of the Literature.
ED 292 076
Interactive Video Disc Orientation Documentation.
ED 292 463

Videotape Cassettes
Television, Learning and Distance Education. IET Paper No. 262.
ED 292 442

Videotape Recordings
Development of a Self-Paced Video Program To Teach Intravenous Therapy Techniques to Second Year Registered Nursing Students. Societal Factors Affecting Educations.
ED 291 955
Video at Work in American Schools.
ED 292 443

Vietnamese
Searching Jobs through Vocabulary. English-Vietnamese Version.
ED 291 917

Violence
Television and Children: A Review of Recent Research.
ED 292 466

Visual Impairments
Learning to Play–Common Concerns for the Visually Impaired Preschool Child.
ED 292 240
Preschool Orientation and Mobility Project for Visually Impaired Children. Final Report.
ED 292 259

Visual Learning
Beyond Recipe: Leading Edges for Teaching Spelling.
ED 292 071
Pictorial Retention of Plausible vs. Bizarre Images as a Function of Unexpected Recall.
ED 292 113

Visual Literacy
Visual Literacy: Art as a Basic in the Elementary School Curriculum. An Annotated Bibliography.
ED 292 744

Visual Perception
The TEA-AEL Parent Education Notebook.
ED 292 577

Visual Stimuli
Information Transfer in the Teaching of Academic Writing.
ED 292 100
Pictorial Retention of Plausible vs. Bizarre Images as a Function of Unexpected Recall.
ED 292 113

Visualization
Beyond Recipe: Leading Edges for Teaching Spelling.
ED 292 071

Visually Handicapped Mobility
Preschool Orientation and Mobility Project for Visually Impaired Children. Final Report.
ED 292 259

Vocabulary Development
Proficiency Orientation, Vocabulary, and Selected First-Year College German Textbooks.
ED 292 342
Searching Jobs through Vocabulary. English-Spanish Version.
ED 291 916
Searching Jobs through Vocabulary. English-Vietnamese Version.
ED 291 917
Strategies for the Teaching of Vocabulary Based on Oral Frequency Counts.
ED 292 341

Vocabulary Skills
Progressive Achievement Tests in Reading: Comprehension & Vocabulary. Teacher's Handbook. Second Edition.
ED 292 874//

Vocational Aptitude
The National Longitudinal Study of the High School Class of 1972 (NLS-72), Fifth Follow-up (1986). Teaching Supplement. Data File User's Manual. Contractor Report.
ED 292 891

Vocational Directors
A Guide for the Professional Development of the State Vocational Education Supervisor. Competency-Based Vocational Education Administrator Module Series.
ED 291 912

Vocational Education
The Accessibility of Vocational-Technical Education to Secondary and Postsecondary Students Including: Gender and Racial/Ethnic Composition and Special Populations.
ED 291 926
Administrative Guide for Vocational-Technical Education in Michigan.
ED 291 925
Antecedents of Training-Related Placement.
ED 291 972
The Class of 1979 Speaks Out: A Consumers' Report on Hoosier High School Education.
ED 291 943
Collaborative Efforts among Institutions and Agencies for the Improvement of Vocational-Technical Education.
ED 291 867
Dynamics of Vocational Education Effects on Labor Market Outcomes.
ED 291 973
A Farm Management Problem. Student Workbook. AGDEX 810.
ED 291 865
A Farm Management Problem. Teacher Guide. AGDEX 810.
ED 291 866
Graduate Placement Report Annual Summary, 1987. New Hampshire Technical Institute and New Hampshire Vocational-Technical College.
ED 292 483
A Guide for the Professional Development of the State Vocational Education Supervisor. Competency-Based Vocational Education Administrator Module Series.
ED 291 912
Highlights of the Survey of Employers of 1985 Howard Community College Graduates. Research Report Number 50.
ED 292 488
Impact of Technology. Results of Vocational Training Research and Development in the Federal Republic of Germany.
ED 291 880
Initiatives in Technical and Further Education. Numbers 13-14. March 1987-September 1987.
ED 291 901
Instructional Materials for Vocational and Technical Education and Training Programs: A Resource Handbook.
ED 291 954
A Parent's Guide to Vocational Education. News Digest Number 8.
ED 292 281
Promotion of Cooperation among Research and Development Organizations in the Field of Vocational Training. Scenario of the Vocational Training Systems in the Federal Republic of Germany to 1995.
ED 291 879
Raising Economic Competitiveness with Education.
ED 291 876
Relevancy in Vocational Education (A Collection of Essays).
ED 291 883
Statewide Case Study on the Status and Coordination between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act.
ED 291 923
A Step-by-Step Guide to Integrating Science Concepts and Vocational Skills in the High School Classroom: The Sandy Union High School Experience.
ED 291 957

Teaching, Media Choice and Cost-Effectiveness of Alternative Delivery Systems. IET Paper No. 264.
ED 292 441
Technological Literacy: The Roles of Practical Arts and Vocational Education. Proceedings from an International Symposium on Technological Literacy (Columbus, Ohio, May 13-15, 1987).
ED 291 956
Transition from School to Work: A Guide for Parents of Learning Disabled Youth.
ED 292 255
Vocational Education. Information on the National Research Center's Grant Award Process. Report to Congressional Requesters.
ED 291 907
The Vocational-Liberal Arts Controversy: Looking Backwards.
ED 292 496
Writing, Reading and Reality.
ED 292 096

Vocational Education Teachers
Vocational Teacher Education: A Survey of Preservice and Inservice Preparation.
ED 291 971

Vocational English (Second Language)
Curriculum for Bilingual Vocational Training Project. May 1986 to October 31, 1987.
ED 291 915
Project BILLET Curriculum Package. Bilingual Vocational Skill Training Program 1986-1987.
ED 291 918
VESL for Cooking: A Competency-based Curriculum Guide. Project OSCAER.
ED 291 960
VESL for Data Entry: A Competency-based Curriculum Guide. Project OSCAER.
ED 291 958
VESL for Heating and Air Conditioning: A Competency-based Curriculum Guide. Project OSCAER.
ED 291 959

Vocational Evaluation
Comprehensive Assessment: Leveraged Funding and Organizational Strategy.
ED 291 905
A Parent's Guide to Vocational Education. News Digest Number 8.
ED 292 281

Vocational Interests
College Majors and Careers: How To Select a College Major.
ED 292 021

Vocational Rehabilitation
Social Security. Little Success Achieved in Rehabilitating Disabled Beneficiaries. Report to the Chairman, Subcommittee on Social Security, Committee on Ways and Means, House of Representatives.
ED 291 906
Training Needs of Rehabilitation Facility Administrators: 1985. Research Report.
ED 291 921
Transitioning Persons with Moderate and Severe Disabilities from School to Adulthood: What Makes It Work?
ED 291 903

Vocational Training Centers
Training Needs of Rehabilitation Facility Administrators: 1985. Research Report.
ED 291 921

Voice (Rhetoric)
The Pleasures of Voices in the Literary Essay: Explorations in the Prose of Gretel Ehrlich and Richard Selzer.
ED 292 128

Voluntary Agencies
CWLA Salary Study 1987 with Projections for 1988 and 1989.
ED 292 561//
The Role of Voluntary Association Membership on Rural Community Residents' Awareness of Community Issues.
ED 292 596

Volunteer Training
Development of a Volunteer Parent Participation Program in the Pre-School.
ED 292 575

Volunteers
Youth Corps Case Studies: The New York City Volunteer Corps Exit Report.
ED 292 918

Wages
Employment of Young GED Recipients. GED Research Brief No. 14.
ED 291 894
High School and Beyond: Local Labor Market Indicators [machine-readable data file].
ED 291 978//

Wait Time
Comparing Researchers', Teachers', and Students' Perspectives on a Line of Research Attempting to Implement Wait Time in Classrooms.
ED 292 883
The Interaction of Research, Policy, and Practice: A Case Study of a Research Group Attempting to Implement Wait Time.
ED 292 882

Waller (Willard)
Waller and Schools as Organizations: An Appreciation and Criticism.
ED 292 171

War
The Civil War: Its Impact on a Border Community. Perspectives.
ED 292 733

Washington
Child Care Issues Study. Washington State. A Joint Report of the Higher Education Personnel Board and State Personnel Board.
ED 292 536
Increasing Higher Education's Contribution to Economic Development in Urban and Rural Communities: Lessons from Washington State. ASHE Annual Meeting Paper.
ED 292 377

Waste Disposal
The Management of Chemical Waste in a University Setting.
ED 292 661

Weather
Utilizing Hurricane Data for Classroom Exercises.
ED 292 704

Weighted Scores
Validating Alternative Modes of Scoring for Coloured Progressive Matrices.
ED 292 857

Welfare Agencies
CWLA Salary Study 1987 with Projections for 1988 and 1989.
ED 292 561//

Welfare Services
Refugee Program. Status of Early Employment Demonstration Projects. Report to the Chairmen, Committee on the Judiciary, U.S. Senate and Committee on the Judiciary, House of Representatives.
ED 292 910
Welfare: Reform or Replacement? (Child Support Enforcement--II). Hearing before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.
ED 292 911
Welfare: Reform or Replacement? (Work and Welfare). Hearing before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate. One Hundredth Congress, First Session.
ED 292 899

Well Being
Children of Divorce: Facilitating Well-Being.
ED 292 014
The Impact of Informal Social Support on Well-Being: Comparison across Stages of Adulthood.
ED 292 050
The Life Review as a Counseling Modality for Use by Nurses.
ED 292 046
Parents' Well-Being and Parent-Child Relationships Following Marital Separation.
ED 292 038

West African Examination Council
Influences of Examination Policies on Chemistry Teaching Practices in Nigerian High Schools: An Ethnographic Study.
ED 292 615

West Germany
Impact of Technology. Results of Vocational Training Research and Development in the Federal Republic of Germany.
ED 291 880
Promotion of Cooperation among Research and Development Organizations in the Field of Vocational Training. Scenario of the Vocational Training Systems in the Federal Republic of Germany to 1995.
ED 291 879

West Virginia
The Emergence of Women in West Virginia History: A Title IX Project for Social Studies.
ED 292 748

White Students
Issues in Race/Ethnicity Identification Procedures in the National Assessment of Educational Progress, Part I: A Comparison of Observer Reports and Self-Identification. Research Report No. 87-19.
ED 292 848
Post-High School Plans of Black High School Graduates: What Has Changed Since the Mid-1970s? CDE Working Paper 87-26.
ED 292 902

Whites
All of America's Children: Variants in ACT Test Scores--What Principals Need to Know.
ED 292 934
Verbal Determinants of Performance on Teacher Assessment Instruments for Black and White Examinees.
ED 292 884

Wisconsin
Automating Wisconsin Libraries. Report of the Council on Library and Network Development to the State Superintendent of Public Instruction. Bulletin No. 8100.
ED 292 479
Long-Range Plan for Library Services in Wisconsin, 1987-1992. Bulletin No. 8169.
ED 292 480
LSCA Information and Guidelines for Wisconsin, 1988-89. Bulletin No. 8160.
ED 292 481

Women Faculty
Women in the University: A Policy Report. Report of the University of Queensland Senate Working Party on the Status of Women.
ED 292 369//

Womens Athletics
Girls' High School Basketball Injury Study, 1986.
ED 292 759

Womens Education
Mount St. Mary's College, Doheny Campus: A Comprehensive Program of Retention for an Ethnically Diverse Student Body.
ED 292 503
NEW PASS: Nontraditional Education for Women, Paths to Economic Self-Sufficiency. A Career Awareness Program for Economically Disadvantaged Girls and Young Women.
ED 291 899
The Nineteenth Century Experience of Women College Students: A Profile of the Women and Their Motivations.
ED 292 745
SAT-M Performance of Women Intending Quantitative Fields of Study.
ED 292 845

Womens Studies
The Emergence of Women in West Virginia History: A Title IX Project for Social Studies.
ED 292 748
Literacy Theory, Context and Feminist Response.
ED 292 098

Word Frequency
Strategies for the Teaching of Vocabulary Based on Oral Frequency Counts.
ED 292 341

Word Processing
Research into Writing and Computers: Viewing the Gestalt.

ED 292 094
Some Ideas for Wordprocessing in Special Education.
ED 292 262

Work Attitudes
Gender Differences in Job Attitudes and Personological Variables.
ED 291 986
Job Demands, Productivity, and Type A Behavior: An Observational Analysis.
ED 291 987
Work Values of Faculty Members in Selected Small Liberal Arts Colleges: A Comparative Study. ASHE Annual Meeting Paper.
ED 292 379

Work Environment
The Occupational Health of Migrant and Seasonal Farmworkers in the United States. Report Summary. Second Edition.
ED 292 594
The Occupational Health of Migrant and Seasonal Farmworkers in the United States. Second Edition.
ED 292 593

Work Habits
More of Asian and Pacific Islander Families Have at Least Two Workers Than Do Other U.S. Families, Census Bureau Says. United States Department of Commerce News.
ED 292 925

Workshops
Breaking Down Barriers to Teaching Primary Science: Did a Summer Science Institute Help?
ED 292 686
Helping Young Women at Work: Workshop Leader's Guide for Mentor Training.
ED 291 909

World Problems
State of the Environment: A View toward the Nineties. A Report from the Conservation Foundation.
ED 292 631//

World View (Kearney)
"World View" Theory and Misconception Research.
ED 292 676

World War I
World War I. The Home Front: How a U.S. Corporation an Economic Disaster. Perspectives.
ED 292 731

World War II
World War II: A War on All Fronts. Perspectives.
ED 292 732

Writing (Composition)
A Comparison of Tenth and Twelfth Grade Students' Essay Writing Performance.
ED 292 839
High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education.
ED 292 082
Some Ideas for Wordprocessing in Special Education.
ED 292 262
Writing, Grades 6 and 8: Report of Student Performance 1987-88.
ED 292 122

Writing Across the Curriculum
Freshman English and the Academy: Preparing Students for Writing in the Disciplines.
ED 292 092
Writing across the Disciplines: Respecting the Untranslatable.
ED 292 116

Writing Attitudes
Teaching the Playwright's Art: A Research Report.
ED 292 131

Writing Contexts
Children's Acquisition of Literary Genre: Science Fiction versus Fantasy.
ED 292 123
Research into Writing and Computers: Viewing the Gestalt.
ED 292 094

Writing Development
Drawing, Talking, and Writing: Rethinking Writing Development. Occasional Paper No. 3.
ED 292 121
Master of Fine Arts: A Comprehensive Description.
ED 292 106

Writing Difficulties
The Importance of Teaching the Writing Process to the Learning Disabled Child or "What's an Elementary Classroom Teacher to Do?"
ED 292 111
Revisiting an "R"–News and Views of Writing.
ED 292 282

Writing Evaluation
The Impact of Friendly and Hostile Audiences on the Argumentative Writing of a Group of High School Seniors and College Students: A Perry Scheme Perspective.
ED 292 095
The Portrayal of Reader-Writer Conferencing.
ED 292 869
Writing, Grades 6 and 8: Report of Student Performance 1987-88.
ED 292 122

Writing Exercises
Information Transfer in the Teaching of Academic Writing.
ED 292 100
PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing. College Reading and Learning Assistance Technical Report No. 87-04.
ED 292 097
Some Ideas for Wordprocessing in Special Education.
ED 292 262

Writing for Publication
Annotations in Academic Publishing.
ED 292 083
Writing for Professional Publication. Fastback 262.
ED 292 110

Writing Improvement
Research into Writing and Computers: Viewing the Gestalt.
ED 292 094
SCMLA: Technical Writing. Proceedings (Houston, Texas, October 1987).
ED 292 109

Writing Instruction
Dialogue Journals: Facilitating the Reading-Writing Connection with Native American Students.
ED 292 118
The Importance of Teaching the Writing Process to the Learning Disabled Child or "What's an Elementary Classroom Teacher to Do?"
ED 292 111
Information Transfer in the Teaching of Academic Writing.
ED 292 100
Literacy Theory, Context and Feminist Response.
ED 292 098
PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing. College Reading and Learning Assistance Technical Report No. 87-04.
ED 292 097
Preparing the Unprepared: Revising LJC's Remedial Program.
ED 292 532
Revisiting an "R"–News and Views of Writing.
ED 292 282
Using Conceptual Analysis in the Classroom: A Writing Process Approach.
ED 292 119
Who's Expressing in "Expressive Writing"?
ED 292 127
Writing: The Common Denominator of a Kindergarten Curriculum.
ED 292 563

Writing Laboratories
Writing to Read Program. Annual Evaluation Report.
ED 292 825

Writing Processes
Children's Acquisition of Literary Genre: Science Fiction versus Fantasy.
ED 292 123
Communication Skills: A Summer Experience. Grade 3.
ED 292 086
Drawing, Talking, and Writing: Rethinking Writing Development. Occasional Paper No. 3.
ED 292 121
Emergent Writing Behaviour of Young Children: Taking the Task of Writing to Task.
ED 292 084
How Composing Aloud and Computer Composing Influence Composing Processes.
ED 292 115
The Importance of Teaching the Writing Process to the Learning Disabled Child or "What's an Elementary Classroom Teacher to Do?"
ED 292 111
Reader Response in the Teaching of Composition.
ED 292 129
Using Conceptual Analysis in the Classroom: A Writing Process Approach.
ED 292 119
Writing and Reading: The Transactional Theory. Technical Report No. 416.
ED 292 062

Writing Research
Literacy Theory, Context and Feminist Response.
ED 292 098
Research into Writing and Computers: Viewing the Gestalt.
ED 292 094

Writing Strategies
PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing. College Reading and Learning Assistance Technical Report No. 87-04.
ED 292 097

Written Language
Relationships between Reading Activities and Language Use.
ED 292 052

Young Adults
Age Effects on Positive and Negative Emotions.
ED 292 009
Faces and Future of the Nonmetro Workforce.
ED 292 597
How To Enjoy Paintings.
ED 292 693//
Humor, Aggression, and Aging.
ED 292 008

Young Children
Validating Alternative Modes of Scoring for Coloured Progressive Matrices.
ED 292 857

Youth
Distance Education Needs for 16 to 19 Year Olds.
ED 291 902
Native Indian Youth in Museums: Success in Education at the U.B.C. Museum of Anthropology.
ED 292 601

Youth Problems
Teenage Suicide in Oregon 1983-1985.
ED 292 043

Yukon Territory
Broadcasting and Telecommunications. Yukon 2000: Toward a Communications Policy. Part I: A Background Paper. Facts, Figures and Definitions and Part II. Policy Options.
ED 292 457

4MAT System
The Effect of the 4MAT System on Achievement and Attitudes in Science.
ED 292 660

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and tnat is not in the ERIC Microfiche Collection.

Author —— **Norberg, Kenneth D.**

Title —— Iconic Signs and Symbols in Audiovisual Communication. An Analytical Survey of Selected Writing and Research Findings. Final Report.

ED 013 371 —— **Accession Number**

Abedor, Allen J.
The Relationship between Faculty Development (FD), Organizational Development (OD) and Instructional Development (ID): Readiness for Instructional Innovation in Higher Education. Chapter 1.
ED 292 445

Adam, Hilary
Summary of the Critical Issues in Religious Education in the Public Schools.
ED 292 695

Adams, D. Daryl
The Effects of Microcomputer-Based Laboratory Exercises on the Acquisition of Line Graph Construction and Interpretation Skills by High School Biology Students.
ED 292 652

Adler, Nancy E.
Understanding Adolescent Contraceptive Choice: An Empirical Test.
ED 292 042

Adrian, Judith Gwinn
Procedures for Writers in the Field of Adult Education: How To Make Your Writings More Consistently Accessible within Computerized Information Databases.
ED 291 945

Akins, Janice R.
The Importance of Teaching the Writing Process to the Learning Disabled Child or "What's an Elementary Classroom Teacher to Do?"
ED 292 111

Alao, David A.
Influences of Examination Policies on Chemistry Teaching Practices in Nigerian High Schools: An Ethnographic Study.
ED 292 615

Alexander, William M.
Middle Level Teacher Education Programs: A Second Survey (1986-87). Including Directory of Institutions with Special Middle Level Teacher Education Programs. Report.
ED 292 781

Allan, Beverly
The Educational and Training Needs of Public Housing Residents. A Survey of the Residents in Creighton and Hillside Public Housing, Richmond, Virginia.
ED 292 526

Allen, Liz
Duty to Review: A Survey of LEA Responses to Their Duty under the 1981 Education Act To Keep Special Educational Provision under Review.
ED 292 285

Like Other Children.
ED 292 243

Allina, Amy
Beyond Standardized Tests: Admissions Alternatives That Work.
ED 292 812

Allington, Richard L.
Coherence or Chaos? Qualitative Dimensions of the Literacy Instruction Provided Low-Achievement Children.
ED 292 060

Alston, Ken S.
Revolutionising the Tried and Trusted (An Examination of the Magnet Class System).
ED 292 235

Ameh, Catherine O.
The Understanding Held by Nigerian Science Teachers of Some Science Concepts.
ED 292 633

Amen, Kathleen L.
Congress, Laws, and Regulations: Government Documents. Academic Library Guide. Government Documents Series Number 2.
ED 292 475

Guide to U.S. Documents in Science and Technology. Academic Library Guide. Government Documents Series Number 4.
ED 292 477

Publications of the Census Bureau. Academic Library Guide. Government Documents Series Number 3.
ED 292 476

Amen, Kathy
Guide to Access: Government Documents. Academic Library Guide. Government Documents Series Number 1.
ED 292 474

Anderson, Kristine L.
Persistence, Student Background, and Integration/Commitment: Variation by Definition of Persistence and Institutional Type. ASHE Annual Meeting Paper.
ED 292 380

Andrade, Carolyn
Urban FLES Models: Progress and Promise.
ED 292 337

Angelis, Paul J.
Applied Linguistics: An Overview. Linguistics in the Undergraduate Curriculum, Appendix 4-A.
ED 292 315

Antczak, Frederick J.
Rhetoric and Character: Ethical Criticism in the Narrative Paradigm.
ED 292 133

Apodaca, Mary E.
Improving Foreign Language Teaching through Innovative Recruiting and Training.
ED 292 336

Appleberry, James B.
Guidelines on the Appointment of a President.
ED 292 429

Appleton, James
Pieces of Eight: The Rites, Roles, and Styles of the Dean, by Eight Who Have Been There.
ED 292 432

Aranda, Mario J., Ed.
Family Resource Coalition Report. Voices and Issues: A Celebration of Hispanic Diversity.
ED 292 901

Aristar, Anthony
On the Diachronic Source of Linguistic Universals.
ED 292 295

Armstrong, Jane
How Can We Improve Textbooks?
ED 292 208

Arnold, Nancy
Integrating Styles and Skills: An Approach to Lesson Planning for the ESL Classroom.
ED 292 292

Arruza, Andrew
Retention through Counseling: Counseling the ABE Student.
ED 291 944

Ascher, Abraham, Ed.
Studying Russian and Soviet History.
ED 292 717

Ascher, Carol
Improving Chapter 1 Delivery. ERIC/CUE Digest Number 39.
ED 292 940

Astuto, Terry A.
Merit Pay for Teachers, An Analysis of State Policy Options. Policy Issue Series, No. 1. (Reprint July 1987).
ED 292 206

The Significance and Permanence of Changes in Federal Educational Policy, 1980-1988. Occasional Paper.

ED 292 174

Austin, C. Danford
Competency Screening Trends for Teacher Education.
ED 292 870

Awa, Njoku E.
Taking Indigenous Knowledge Seriously in Rural Development Programs.
ED 292 145

Babco, Eleanor L.
Salaries of Scientists, Engineers and Technicians. A Summary of Salary Surveys, Thirteenth Edition.
ED 292 625

Bacheler, Virginia
Free To Choose: The Televising of Local Election Debates.
ED 292 160
Local Televised Debates: Style versus Content.
ED 292 161

Bachrach, Christine A.
Contraceptive Use, United States, 1982. Vital & Health Statistics. Data from the National Survey of Family Growth, Series 23, No. 12.
ED 292 001

Bacon, Stephen Barcia
The Effects of Racially Homogeneous and Heterogeneous Outward Bound Groups on the Self-Report Survey Scores and Drop Out Rates of Minority Students.
ED 292 928

Bagenstos, Naida Tushnet
State-Mandated Principal Evaluation: A Report on Current Practice.
ED 292 889

Bain, Linda L.
The Social Construction of Biological Knowledge.
ED 292 807

Baladerian, Nora J.
Survivor: For People with Developmental Disabilities, Who Have Been Sexually Assaulted. Booklet III: For Family Members, Advocates and Care Providers. Special Edition.
ED 292 264
Survivor: For People with Developmental Disabilities, Who Have Been Sexually Assaulted. Booklet 1: For Those Who Read Best with Few Words. Special Edition.
ED 292 263

Baldwin, Roger G.
Faculty Vitality: Extending the Concept Beyond the Research University. ASHE Annual Meeting Paper.
ED 292 412

Balian, Edward S.
Multiple Regression Analysis and Reality-Based Teaching: The Ten Essentials.
ED 292 854

Balint, Marilyn
Development of a Self-Paced Video Program To Teach Intravenous Therapy Techniques to Second Year Registered Nursing Students. Societal Factors Affecting Educations.
ED 291 955

Baranowski, Marc D.
Men's Perceptions of Grandfatherhood.
ED 292 016

Barnes, Marianne Betkouski
A Review of Memory Systems and Implications for Research into the Learning Process.
ED 292 658

Barretta, Mary Jane Trout
A Case Study of Governance at Rikkyo University in Tokyo, Japan: Implications for the Reform of Japanese Higher Education. ASHE Annual Meeting Paper.
ED 292 396

Barrick, Ann Louise
Age Effects on Positive and Negative Emotions.
ED 292 009
Humor, Aggression, and Aging.
ED 292 008

Barrios, Nina B.
Utilization of Evaluation Information: A Case Study Approach Investigating Factors Related to Evaluation Utilization in a Large State Agency.
ED 292 814

Barry, Eleanor
Improving Observation Skills of Child Care Workers through the Systematic Use of Selected Techniques.
ED 292 583

Bartzak-Graham, Susan
Roxbury Community College Report on Transfer Activities, July 1, 1986-June 30, 1987.
ED 292 490

Bass, Ronald K.
Cognitive Style Mapping: Its Place in Instructional Development. Chapter 6.
ED 292 449
Instructional Development: The State of the Art. Chapter 13.
ED 292 456

Bass, Ronald K., Ed.
Instructional Development: The State of the Art.
ED 292 444

Bates, A. W.
Teaching, Media Choice and Cost-Effectiveness of Alternative Delivery Systems. IET Paper No. 264.
ED 292 441
Television, Learning and Distance Education. IET Paper No. 262.
ED 292 442

Bauer, Allison J.
Academic Performance in English: A Report and Comprehensive Examination of High School Grades, Achievement Test Scores, College Level Placement, and Subsequent College Course Grades.
ED 292 827

Beach, Richard, Ed.
Teaching Canada: A Newsletter for Teachers. Volume 4, Numbers 1-3, 1985-1986.
ED 292 703

Beard, Brenda
The TEA-AEL Parent Education Notebook.
ED 292 577

Becker, James
Global Resources: Teaching about Global Education.
ED 292 728

Beentjes, Hans W. J.
Mental Effort and Perceptions of TV and Books: A Dutch Replication Study Based on Salomon's Model of Learning.
ED 292 464

Bejar, Isaac I.
Cognitive Psychology and the SAT: A Review of Some Implications. Research Report 87-28.
ED 292 875

Bell, Colleen S.
"Complicating" Educational Administrators.
ED 292 176

Bell, Paul E.
The Effects of Slide/Sound Computer Based Instruction on Students' Achievement and Retention.
ED 292 673

Beltzer, Stephen
Persistence of GED and Traditional Students at a Public Community College: A Test of a Conceptual Model. GED Research Brief No. 7.
ED 291 887

Benko de Rotaeche, Anne
The Influence of an Instructional Design upon the Learning of Distance Education Students in Venezuela. ZIFF Papiere 66.
ED 292 462

Bennett, Albert B., Jr.
Fractions–Concepts before Symbols.
ED 292 630

Bensimon, Estela M.
The Discovery Stage of Presidential Succession. ASHE Annual Meeting Paper.
ED 292 381
The Meaning of "Good Presidential Leadership": A Frame Analysis. ASHE Annual Meeting Paper.
ED 292 416

Berkeley, Terry R.
A Program Evaluation Ontogeny Recapitulated: Looking Again at the Efficacy of Early Intervention.
ED 292 851

Beyerbach, Barbara A.
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Linguistics in the Undergraduate Curriculum.
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Savage, Allan H.
Introducing the Microcomputer into Undergraduate Tax Courses.
ED 291 953

Savage, Daniel D., Ed.
Community, Technical, and Junior College Statistical Yearbook. 1987/88 Edition.
ED 292 495

Sawyer, Richard L.
Estimating Measures of Pass-Fail Reliability from Parallel Half-Tests.
ED 292 877

Scarselletta, Diana M.
Observations of Children's Social Play: The Basis for a System of Coding.
ED 292 564

Scatena, Paul
The Humanities and the Primrose P.C.
ED 292 140

Schaffer, Dennis R.
Collective Bargaining: Adversary or Colleague? Chapter 11.
ED 292 454

Schecter, Sandra R.
Children's Acquisition of Literary Genre: Science Fiction versus Fantasy.
ED 292 123

Schiefele, Ulrich
Conceptualization and Measurement of Interest.
ED 292 885
The Impact of Interest on Qualitative and Structural Indicators of Knowledge.
ED 292 886

Schilmoeller, Gary L.
Comparative Health Characteristics of Adolescent and Older Mothers and Their Offspring in Maine.
ED 292 019

Schliemann, Analucia Dias
Real and Apparent Equality in Conservation Tasks.
ED 292 592

Schlossman, Steven
Who Will Teach? Historical Perspectives on the Changing Appeal of Teaching as a Profession.
ED 292 184

Schmidt, Hermann
Impact of Technology. Results of Vocational Training Research and Development in the Federal Republic of Germany.
ED 291 880

Schmitt, Alicia P.
Factors Affecting Differential Item Functioning for Black Examinees on Scholastic Aptitude Test Analogy Items. Research Report No. 87-23.
ED 292 849

Schor, Sandra
Writing across the Disciplines: Respecting the Untranslatable.
ED 292 116

Schrader, Carol Taylor
Symbolic Play as a Curricular Tool for Early Literacy Development.
ED 292 570

Schunk, Dale H.
Self-Modeling and Cognitive Skill Learning.
ED 292 847

Schuster, Michael
The Age Discrimination in Employment Act: An Evaluation of Federal and State Enforcement, Employer Compliance and Employee Characteristics. A Final Report to the NRTA-AARP Andrus Foundation.
ED 291 961

Sebring, Penny
The National Longitudinal Study of the High School Class of 1972 (NLS-72), Fifth Follow-up (1986). Teaching Supplement. Data File User's Manual. Contractor Report.
ED 292 891

Secord, Debra A.
Coastline Community College World Trade Center Institute Business and International Education Program. Final Performance Report: A Summary.
ED 292 489

Sedlak, Michael
Who Will Teach? Historical Perspectives on the Changing Appeal of Teaching as a Profession.
ED 292 184

Seefeldt, Vern
Program Design in Physical Education: A Guide to the Development of Exemplary Programs.
ED 292 803//

Shade, Barbara J.
Effective Teaching Is Not Just a Dream.
ED 292 580

Shaffer, Harriet
Family State-of-the-Art Conference: A Summary of Conference Proceedings (Alexandria, Virginia, February 27-28, 1986).
ED 292 247

Shannon, Pam
Background on Wisconsin's Prison and Community Corrections System. Staff Brief 86-4.
ED 292 026

Shaughnessy, Michael F.
The Assessment of Study Skill Behavior: Current Status; Needed Research.
ED 292 069

Shaver, James P.
Is There A "Best" Way To Change Attitudes toward Persons with Disabilities? A Review of Research.
ED 292 218

Shaw, Edward L., Jr.
Assessing the Skill of Variable Identification with Multiple Choice Items.
ED 292 663

Shechter, Myriam
Children's Acquisition of Literary Genre: Science Fiction versus Fantasy.
ED 292 123

Sheingold, Karen, Ed.
Mirrors of Minds: Patterns of Experience in Educational Computing.
ED 292 622

Shellhase, Leslie J.
Impediments to the Full Realization of the Ethical Self.
ED 292 011

Shepard, Lorrie A.
A Case Study of the Texas Teacher Study: Technical Report.
ED 292 788

Sherwood, Joan S., Ed.
Alcohol Policies and Practices on College and University Campuses. NASPA Monograph Series Volume 7.
ED 292 431

Shimizu, Naoji
Parent Training: An Investigation of a Home-Based Teaching Program for a Mentally Retarded Infant by a Parent.
ED 292 267

Shock, Nathan W.
Normal Human Aging: The Baltimore Longitudinal Study of Aging.
ED 292 030

Short, Deborah J.
Eastern European Refugee Survey. Final Report.
ED 292 304

Shrum, John W.
The Effects of Microcomputer-Based Laboratory Exercises on the Acquisition of Line Graph Construction and Interpretation Skills by High School Biology Students.
ED 292 652

Shulte, Albert P., Ed.
The Ideas of Algebra, K-12. 1988 Yearbook.
ED 292 672//

Shymansky, James A., Ed.
A Summary of Research in Science Education–1986.
ED 292 607

Silberman, Harry F.
Raising Economic Competitiveness with Education.
ED 291 876

Simpson, Michele L.
PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing. College Reading and Learning Assistance Technical Report No. 87-04.
ED 292 097

Singer, Eliot A.
What Is Cultural Congruence, and Why Are They Saying Such Terrible Things about It? Occasional Paper No. 120.
ED 292 914

Singer, Judith D.
Opening Up the Black Box of Recipe Statistics: Putting the Data Back into Data Analysis.
ED 292 684

Sirotnik, Kenneth A.
The School as the Center of Change. [Draft.]
ED 292 170

Sisk, Dorothy
Leadership: A Social Paradigm for the Gifted.
ED 292 275

Skaggs, W. Jack
Work Values of Faculty Members in Selected Small Liberal Arts Colleges: A Comparative Study. ASHE Annual Meeting Paper.
ED 292 379

Skeel, Dorothy J.
How Do We Prepare Teachers? Using Research Problem Solving and Technology To Improve Teacher Education.
ED 292 797

Skelton, Sarah C.
Determining Accuracy of Cultural Perceptions of Oriental Cultures.
ED 292 716

Sklar, Elizabeth S.
College Handbooks and Early Practical Grammars: A Question of Genre.
ED 292 099

Sloan, Glenna Davis
Only Connect: How Literature Teaches Children To Read and Write.
ED 292 114

Small, Larry
Science Process Evaluation Model. Monograph.
ED 292 635

Smart, Patricia
The Secondary School Library: Dukedom Large Enough?
ED 292 470

Smith, Corinne Roth
Adapting Piano Instruction to the Needs of Children with Learning Disabilities: Merging Research & Intervention.
ED 292 244

Smith, Edward R.
Annotations in Academic Publishing.
ED 292 083

Smith, Ellen
Identifying and Nurturing Giftedness in the Creative Learning Environment of Ellerton Primary School.
ED 292 227

Smith, Janet, Ed.
People and Technology: Investing in Training for Europe's Future. A Joint EEC and MSC Conference Report. Volume I. EUROTECHNET Series No. 1.
ED 291 976

Smith, Margaret D.
Bargaining.
ED 292 189

Smith, Marina V.
Foreign Language Articulation in High Schools and Colleges.
ED 292 293

Smith, Matthew G.
Regional Characteristics of U.S. Farms and Farmers in the 1980's. ERS Staff Report No. AGES880128.
ED 291 947

Smith, Mike U.
Expertise, Mental Representations, and Problem-Solving Success: A Study of the Categorizations of Classical Genetics Problems by Biology Faculty, Genetic Counselors, and Students.
ED 292 674

Smith, Steven R.
A Cross-Cultural Comparison of Factors Affecting the Job Satisfaction of U.S. and Japanese High School Teachers.
ED 292 007

Smyre, Rick
The Gaston System: A Community Plans for the Future.
ED 292 168

Sneck, Seppo
Assessment of Chronography in Finnish-English Telephone Conversation: An Attempt at a Computer Analysis. Jyvaskyla Cross-Language Studies, No. 14.
ED 292 303

Snow, Mary
Nevada Validity and Standard Setting Study of the Pre-Professional Skills Test.
ED 292 871

Sobsey, Dick
Using Transitions in Program Planning: A Practical Approach.
ED 292 279

Somers, Robert L.
Evaluation of Developmental Education Programs: Issues, Problems, and Techniques.
ED 292 367

Sorenson, Gail Paulus
Employees.
ED 292 188

Sotillo, Susana
The Impact of Job-Related Instruction on Language Use: The Case of a Long-Term Resident Second Language Learner.
ED 292 353

Sowa, Stephen J.
Bizarre Mnemonic Aids on Paired Associate Retention as a Function of Context, Delay, and Presentation Pace.
ED 292 065
Cerebral Asymmetries in the Processing of Tachistoscopic Information as a Function of Sex, Handedness, and Instructions.
ED 292 063

Spangler, Sharon L.
Children of Divorce: Facilitating Well-Being.
ED 292 014

Spillane, Robert R.
Arts Education Is Not a Frill!
ED 292 169

Spirek, Pamela
Pictorial Retention of Plausible vs. Bizarre Images as a Function of Unexpected Recall.
ED 292 113

Splete, Allen P.
Community, Commitment and Congruence: A Different Kind of Excellence. A Preliminary Report on "The Future of the Academic Workplace in Liberal Arts Colleges."
ED 292 370

Spragg, Carolyn
A Comparison of Selected Kinematic Factors in Male Baseball and Female Fast Pitch Softball Batting.
ED 292 768

Stage, Frances K.
Outcomes and Development: Separate Notions or Parts of One Whole. ASHE Annual Meeting Paper.
ED 292 402
Reciprocal Causation and Mixed Effects within the Tinto Model of College Student Withdrawal. ASHE Annual Meeting Paper.
ED 292 403

Stalk, Irene M.
Factor Analysis of the Omega Scale: A Scale Designed To Measure the Attitudes of College Students toward Their Own Deaths and the Disposition of Their Bodies.
ED 292 820

Stanton, Charles M.
The Emergence of the Collegiate System in Classical Islam: 700-1200 A.D. ASHE Annual Meeting Paper.
ED 292 378

Stedman, James B.
The Educational Attainment of Select Groups of "At Risk": Children and Youth.
ED 292 927

Stehno, Joseph J.
An Incomplete History of Non-Traditional Programs in American Higher Education.
ED 292 434

Stempel, Lynn
Revisiting an "R"–News and Views of Writing.
ED 292 282

Stern, Sam
Legal Issues for Industrial Educators.
ED 291 868

Stevens, Ann
Parental Role Perceptions of Young Children with Employed and Nonemployed Mothers.
ED 292 544

Steward, Ann Harleman
Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.
ED 292 318

Stillings, Neil
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
ED 292 323

Stitsworth, Michael H.
Addressing Third World Development through Youth Exchange.
ED 292 354

Stokely, Laurie
Turning Specialists into Professors: The Preparation of Graduate Students for College Teaching. ASHE 1987 Annual Meeting Paper.
ED 292 418

Stoker, Howard W.
Comparative Performance of Florida Seniors on the GED Test Battery. GED Research Brief No. 10.
ED 291 890
Performance Characteristics of Florida's Early Exit Equivalency Candidates. GED Research Brief No. 9.
ED 291 889

Stone, Catherine C.
Chemical Information: Print. Directed Study.
ED 292 659

Storey, Vernon J.
Building Administrator Skill in a Learning Community.
ED 292 185

Strange, Carney
Bridging the Gap between Theory and Practice in Student Affairs. ASHE Annual Meeting Paper.
ED 292 410

Strittmatter, Anton
Case Study on School Development in Practice. Project No. 8: Innovation in Primary Education.
ED 292 708

Strouse, Joan
Education Divided by AIDS Equals?
ED 292 786

Stuckman, Ralph E.
Policymaking in a Vacuum.
ED 292 211

Sullivan, Joyce L.
Reading Aloud to Children and Its Effect on Their Attention Span.
ED 292 077

Sullivan, Linda A.
Body Image, Self-Monitoring, and Gender.
ED 291 989

Sunal, Dennis W.
Cognitive Modification as Intervention for Increasing Basic Skills in Classroom Planning and Teaching.
ED 292 802
Effects of Intervention Instruction Using Cognitive Modification Techniques on Teacher Perception and Behavior.
ED 292 798

Sutherland, Ned B.
Statewide Case Study on the Status and Coordination between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act.
ED 291 923

Swanson, Linda L.
Faces and Future of the Nonmetro Workforce.
ED 292 597

Sweet, Richard
Selected Laws, Rules and State-Level Activities in Wisconsin Related to Acquired Immunodeficiency Syndrome. Information Memorandum 87-4.
ED 292 031

Syron, Lisa
Discarded Minds: How Gender, Race and Class Biases Prevent Young Women from Obtaining an Adequate Math and Science Education in New York City Public Schools.
ED 292 609

Tank, Holly
Media Log: A Guide to Film, Television, and Radio Programs Supported by the National Endowment for the Humanities.
ED 292 698

Taylor, Anita
The National Film Board's Studio D: Feminists Making Films for Peace.
ED 292 141

Taylor, Barbara
Evaluating Boards of Trustees: In Theory and in Practice. ASHE Annual Meeting Paper.
ED 292 411

Taylor, C. A.
Planning Gifted Education: Opportunity for School-Based Curriculum Development.
ED 292 221

Taylor, Julie
A Teaching Guide to Preventing Adolescent Sexual Abuse.
ED 292 039

Taylor, Lyndon E.
Restructuring the Community College at the Yorba Linda Education Center.
ED 292 502

Taylor, Robert M., Jr., Ed.
The Northwest Ordinance, 1787: A Bicentennial Handbook.
ED 292 741

Terenzini, Patrick T.
A Review of Selected Theoretical Models of Student Development and Collegiate Impact. ASHE Annual Meeting Paper.
ED 292 382

Terrell, William R.
The Challenge from Within: Some Unpopular Views on Instructional Development Topics. Chapter 12.
ED 292 455

Terwilliger, James S.
Classroom Standard Setting and Grading Practices.
ED 292 880
A Methodology for Defining Content Domains for Achievement Measures in Specific Disciplines.
ED 292 879

Thomas, H. Grant, Jr.

Peer Assistance and Leadership (PAL) Program. Program Summary.
ED 292 047

Thomas, Jane Kay
Child Sexual Abuse: Help Is on the Way.
ED 292 003

Thomas, Jeanne L.
Gender and Perceptions of Grandparenthood.
ED 292 562

Thomas, Stephen B.
Sports.
ED 292 193

Thomas, Stephen B., Ed.
The Yearbook of School Law, 1987.
ED 292 187

Thompson, Bruce
The Importance of A Priori Contrasts in Analysis of Variance Research.
ED 292 835
Measurement Characteristics of a Test of Field-Independence: Literature Review and Development of the Finding Embedded Figures Test.
ED 292 823

Thompson, Charles L.
Speech Recognition Technology: An Application to Beginning Reading Instruction. Technical Report.
ED 292 059

Thompson, Robert J.
Nuclear Threats and Nuclear Families: The Theme of Safety in Family Sitcoms.
ED 292 148

Thorpe, Judie Mosier
The Responsible Media Communicator: Guidelines for Consulting in the Information Age.
ED 292 162

Tibbetts, Katherine A.
College Board Performance: Hawaii, the Least Literate State Relative to Resources.
ED 292 821

Tierney, William G.
Symbolism and Presidential Perceptions of Leadership. ASHE Annual Meeting Paper.
ED 292 405

Todaro, Julie
Documentation Handouts.
ED 292 498

Tollefson, Nona
The Effect of an Exclusion Item Format on Item Difficulty and Item Discrimination.
ED 292 810

Tomlinson, Tommy M.
Class Size and Public Policy: Politics and Panaceas.
ED 292 216

Tourangeau, Roger
The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth Follow-Up (1986) Data File User's Manual. Contractor Report.
ED 292 890

Trent, Janice Camella
The Relationship between Self-Concept and Academic Achievement of Kindergarten Students.
ED 292 574

Tripp, Alice
The Effect of an Exclusion Item Format on Item Difficulty and Item Discrimination.
ED 292 810

Trostle, Susan L.
Prekindergarten Programs in Public Schools: A National and State Review. Policy Issues.
ED 292 573

Tsujimura, Natsuko
Japanese Suffixal Accentuation and Lexical Phonology.
ED 292 344

Turnbull, Ann
Family State-of-the-Art Conference: A Summary of Conference Proceedings (Alexandria, Virginia, February 27-28, 1986).
ED 292 247

Turner, Mary Jane
Studying the Constitution: Capitalizing on Two Bicentennials.
ED 292 725

Turner, Susan D.
A Comparison of Tenth and Twelfth Grade Students' Essay Writing Performance.
ED 292 839
Writing to Read Program. Annual Evaluation Report.
ED 292 825

Tyndall, Larry W.
Broverman Revisited: Clinicians' Sex Role Stereotyping in the 1980s.
ED 292 049

Underwood, Julie
Finance.
ED 292 194

Ungerer, E.
Initiating Realistic Programmes for Gifted Pupils in Secondary Schools in the Cape Province within the Boundaries of the Present Educational System, with Special Reference to the Problems Surrounding this Transitional Period.
ED 292 236

Valente, Sharon M.
Adolescent Bereavement after Suicide: A Review.
ED 292 006

van den Bergh, Huub
Large Scale Oracy Assessment in the Netherlands.
ED 292 834

van der Walt, J. L.
The School: A Killer of Giftedness?
ED 292 232

Van Dongen, Richard
Relationships between Reading Activities and Language Use.
ED 292 052

van Stekelenburg, A. V.
Classics for the Gifted: Evaluation.
ED 292 223

Ventura, Stephanie J.
Births of Hispanic Parentage, 1985. Monthly Vital Statistics Report.
ED 292 915

Villanueva, Carmelita L., Ed.
Innovations in Population Education: Conveying Population Education through Games.
ED 292 706

Villar Angulo, Luis M.
Microsupervision as a Method for Teacher Education.
ED 292 771

Vogel, Paul
Program Design in Physical Education: A Guide to the Development of Exemplary Programs.
ED 292 803//

Vokey, Daniel
Outward Bound: In Search of Foundations.
ED 292 599

Wakaba, Yoko
Research on Mother-Child Interaction of Stuttering Children. Preliminary Observation.
ED 292 265

Wakefield, John F.
The Outlook for Creativity Tests.
ED 292 249

Walker, Hollie, Jr.
Black Students and Professionals in Health Education.
ED 292 755

Wall, Terry Cobb
The Illusion of Independence in Evaluation.
ED 292 831

Wallace, Wanda T.
Constraints in Recall: A Case from Balladry.
ED 292 107

Wangberg, Elaine G.
Encouraging Research and Scholarship in Masters Only Institutions.
ED 292 366

Ward, James, Ed.
Educating Children with Special Needs in Regular Classrooms: An Australian Perspective.
ED 292 278

Warner, Susan B., Ed.
Employment and Education of Teaching Assistants. Institutional Responsibilities and Responses. Readings from a National Conference.
ED 292 783

Warren, Thomas L.
Cognitive Psychology and Instructions: New Schemes for Old Ways.
ED 292 104

Wasow, Thomas
Linguistics in the Study of Information and Intelligence. Linguistics in the Undergraduate Curriculum, Appendix 4-J.
ED 292 324

Wattenbarger, James L.
Financing Community Colleges, 1988.
ED 292 533

Wayson, William W.
Up From Excellence: The Impact of the Excellence Movement on Schools.
ED 292 777

Weaver, Suzie L.
Tools for Teaching Problem Solving: An Evaluation of a Modeling and Systems Thinking Approach.
ED 292 656

Weidman, John C.
Undergraduate Socialization. ASHE Annual Meeting Paper.
ED 292 392

Weiner, Gaby
Equal Opportunities for Girls: The Role of the Primary School. Report of the European Teachers' Seminar (36th, Donaueschingen, Federal Republic of Germany, June 22-27, 1987).
ED 292 724

Weiss, Iris R.
Report of the 1985-86 National Survey of Science and Mathematics Education.
ED 292 620

Weiss, Robert O.
Teaching Colleagues in Other Disciplines To Assess Communication Competency.
ED 292 137

Weissberg, Robert
Information Transfer in the Teaching of Academic Writing.
ED 292 100

Wellman, Jane V.
Developments in Community College Finance. A Staff Report to the California Postsecondary Education Commission.
ED 292 509

Wells, Amy Stuart
Teacher, Principal, and Parent Involvement In the Effective School. ERIC/CUE Digest Number 38.
ED 292 941

Wesche, M.
The Ontario Test of English as a Second Language (OTESL): A Report on the Research.
ED 292 840

Wetzel, Janice Wood
Forging the Missing Link in Social Work: A Proposal to Establish a National Social Work Linkage Service.
ED 292 024

Wheeler, Jill
Transitioning Persons with Moderate and Severe Disabilities from School to Adulthood: What Makes It Work?
ED 291 903

Whitaker, David G.
Persistence and the Two-Year College Student. ASHE Annual Meeting Paper.
ED 292 404

White, Charles S.
Guide for Evaluators of Social Studies Courseware. Revised.
ED 292 746

White, Janet M.
Sports.
ED 292 193

White, Jon
Professional Development Needs Analysis: A Study of Communication Practitioners.
ED 292 089

White, Winifred Parker
A Response to Factory Closings: A Career Development Approach.
ED 291 982

Whitney, Douglas R.
Educational Credentials in Employment: A Nationwide Survey. GED Research Brief.
ED 291 896
The Reliability and Validity of the GED Tests. GED Research Brief No. 6.
ED 291 886

Wier, Elizabeth A.
Breaking Down Barriers to Teaching Primary Science: Did a Summer Science Institute Help?
ED 292 686

Wilbur, Ronnie
Clinical Linguistics. Linguistics in the Undergraduate Curriculum, Appendix 4-B.
ED 292 316

Wiley, Patricia Davis
A Comparison of Reading Scores with Other Academic Measures among Students in Two Post-Baccalaureate Teacher Preparation Programs: A Research Study.
ED 292 817
Rural FLES Models: Teachers and Students Learning a Foreign Language.
ED 292 338

Wilk, Valerie A.
The Occupational Health of Migrant and Seasonal Farmworkers in the United States. Second Edition.
ED 292 593

Wilkins, Wendy
Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
ED 292 319

Wilkinson, Gene L.
Economic Evaluation in/of Instructional Development. Chapter 10.
ED 292 453

Wilkinson, William J.
The Teaching-Learning Environment in a Student-Centered Physics Classroom.
ED 292 619

Willett, John B.
Opening Up the Black Box of Recipe Statistics: Putting the Data Back into Data Analysis.
ED 292 684

Williams, Bonnie
The Use of Assigned Writings as an Adjunct to Therapy with Individuals, Couples, and Families.
ED 292 105

Williams, Roberton C.
Trends in Family Income: 1970-1986.
ED 292 545

Williamson, Ronald
Using Conceptual Analysis in the Classroom: A Writing Process Approach.
ED 292 119

Willie, Reynold
Student Response to Faculty Development Activities: A Case Study.
ED 292 419

Willmington, S. Clay
Oral Communication Assessment Procedures and Instrument Development in Higher Education: II.
ED 292 166

Willower, Donald J.
Waller and Schools as Organizations: An Appreciation and Criticism.
ED 292 171

Wilson, Brian G., Ed.
Women in the University: A Policy Report. Report of the University of Queensland Senate Working Party on the Status of Women.
ED 292 369//

Wilson, Bruce L.
Measuring School Climate: Questions and Considerations.
ED 292 210
Study of Statewide Mandatory Minimum Competency Tests.
ED 292 811

Wilson, Buford E.
Comprehension and the Design of Instructional Materials. Chapter 4.
ED 292 448

Wilson, G. Robert
Computer-Assisted Registration and Student Statistics Reporting System.
ED 292 458

Winter, Gene M.
The Economic Impact of SUNY's Community Colleges on the State of New York.
ED 292 493

Winter, Richard
"Problems in Teacher Appraisal–An Action-Research Solution?"
ED 292 861

Witt, Virginia, Ed.
A Children's Defense Budget: FY 1989. An Analysis of Our Nation's Investment in Children.
ED 292 557

Wivagg, Daniel E.
Current Trends in Biology Education.
ED 292 614

Wizner, Angela M.
Responses to Indirect Requests in an Organizational Setting.
ED 292 151

Woodruff, David J.
An Analytical Comparison among Three Linear Equating Methods for the Common Item Nonequivalent Populations Design.
ED 292 878
Estimating Measures of Pass-Fail Reliability from Parallel Half-Tests.
ED 292 877

Woodruff, John
An Educator's Guide to the Literature Dealing with Teenage Suicide.
ED 292 004

Worley, Lloyd D.
Projective and Intraceptive Styles of Poetry Interpretation.
ED 292 102

Wright, Andrew
How To Enjoy Paintings.
ED 292 693//

Wright, Gloria O.
Adventures of Aging.
ED 292 012

Wu, Wu-Tien
Provision for the Gifted Child in Taiwan, R.O.C. [Republic of China].
ED 292 260

Yager, Robert E.
Assessing Impact of S/T/S Instruction in 4-9 Science in Five Domains.
ED 292 641
Assessing the Impact of the Iowa Honors Workshop on Science Teachers and Students. A Final Report for NSF. With Appendices.
ED 292 626

Yamaguchi, Kaoru
The Japanese Adaptation of the Portage Early Intervention Model and Some Results.
ED 292 271

Yocom, Dorothy Jean
Affirmative Action in Higher Education.
ED 292 425

York, John D.
The Use of Social Survey Data in the Development of Formative Evaluations.
ED 292 868

Young, Raymond J.
The Role of Historical Research in Higher Education. ASHE Annual Meeting Paper.
ED 292 413

Zakaluk, Beverly L., Ed.
Readability: Its Past, Present, and Future.
ED 292 058

Zaremba, Alan
Of Escape Goats and Communication Training.
ED 292 144

Zeitoun, Hassan Hussein
The Relationship between Abstract Concept Achievement and Prior Knowledge, Formal Reasoning Ability, and Sex among Some Egyptian Secondary School Students.
ED 292 636

Zimmerman, Diane
Beyond Recipe: Leading Edges for Teaching Spelling.
ED 292 071

Zimmerman, Stephanie
The Rhetoric of Al-Anon: A Burkeian Analysis.
ED 292 142

Zirk, Deborah A.
Alternative Approaches to Modeling the Individual Enlistment Decision: A Literature Review. Technical Report 738.
ED 292 858

Zirkel, Perry A.
Bargaining.
ED 292 189

Zuman, John P.
Tools for Teaching Problem Solving: An Evaluation of a Modeling and Systems Thinking Approach.
ED 292 656

Zumeta, William
Increasing Higher Education's Contribution to Economic Development in Urban and Rural Communities: Lessons from Washington State. ASHE Annual Meeting Paper.
ED 292 377

Zuniga, Madeleine, Ed.
Educacion en Poblaciones Indigenas: Politicas y Estrategias en America Latina. (Education for Indigenous Populations: Policies and Strategies in Latin America).
ED 292 712

Zwicky, Arnold
Using Existing Resources To Develop an Undergraduate Linguistics Major. Linguistics in the Undergraduate Curriculum, Appendix 3.
ED 292 314

Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin).

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AFS International/Intercultural Programs, Inc., New York, NY. Research Dept.
Determining the Worth of an Orientation: Findings from AFS/Australia. Research Report 31.
ED 292 721
Literature Review: Studies of the Impact of a Travel-Abroad Experience. Research Report #28.
ED 292 720

Agency for Instructional Technology, Bloomington, IN.
Video at Work in American Schools.
ED 292 443

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
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ED 292 862

Alabama State Commission on Higher Education, Montgomery.
Alabama Student Grant Program. Ninth Annual Report. 1986-87 Academic Year.
ED 292 438

Alaska State Dept. of Education, Juneau. Office of Curriculum Services.
Equity in Science. A Training Module.
ED 292 679

Alaska Univ., Fairbanks.
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ED 292 437

Alberta Dept. of Education, Edmonton.
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ED 292 789

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
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ED 292 844

Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
C.T.B.S. Testing: Spring 1986. District Report. Grade 3, 5, and 8.
ED 292 843

Albuquerque Public Schools, NM. Planning, Research and Accountability.
Language Arts Program Evaluation: 1987.
ED 292 087

American Association for Higher Education, Washington, D.C.
Thinking about Assessment: Perspectives for Presidents and Chief Academic Officers.
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ED 292 317
Directory of Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 1.
ED 292 312
Library List: A Suggested Library Collection for Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 6.
ED 292 331
Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.
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Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
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ED 292 316
Community Outreach. Linguistics in the Undergraduate Curriculum, Appendix 4-C.
ED 292 317
Directory of Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 1.
ED 292 312
Library List: A Suggested Library Collection for Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 6.
ED 292 331
Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.
ED 292 318
Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
ED 292 319
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ED 292 321
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ED 292 322
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
ED 292 323
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ED 292 325
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ED 292 327
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ED 292 328
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ED 292 736
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Code — (052) Guides - Classroom - Teacher — Publication Type

Title — The First Amendment: Free Speech & a Free Press. A Curriculum Guide for High School Teachers. — Accession Number

ED 261 929

PUBLICATION TYPE CATEGORIES

CODE	CATEGORY
010	BOOKS
	COLLECTED WORKS
020	— General
021	— Conference Proceedings
022	— Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	— Undetermined
041	— Doctoral Dissertations
042	— Masters Theses
043	— Practicum Papers
	GUIDES
050	— General
	— Classroom Use
051	— Instructional Materials (For Learner)
052	— Teaching Guides (For Teacher)
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)
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101	— Computer Programs
102	— Machine-Readable Data Files (MRDF)
110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	— General
131	— Bibliographies
132	— Directories/Catalogs
133	— Geographic Materials
134	— Vocabularies/Classifications/Dictionaries
	REPORTS
140	— General
141	— Descriptive
142	— Evaluative/Feasibility
143	— Research/Technical
150	SPEECHES, CONFERENCE PAPERS
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
171	— Multilingual/Bilingual Materials
999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere)

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ED 292 362//

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ED 292 030

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ED 292 357

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ED 292 427//

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(041) Dissertations/Theses - Doctoral Dissertations

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(042) Dissertations/Theses - Masters Theses

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ED 292 084

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ED 292 564

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ED 292 077

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ED 292 586
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(051) Guides - Classroom - Learner

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ED 292 733
Coping with Growth: Industry in the Late 1800's, The Human Factor. Perspectives.
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ED 292 732
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ED 292 343
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ED 292 547
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ED 292 546
Citizenship: Goal of Education.
ED 292 714
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ED 292 449
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The Disacquisition of Subjecthood in Shina (Skardu).
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Finance.
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Handicapped.
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Higher Education.
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The Importance of A Priori Contrasts in Analysis of Variance Research.
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Improving Foreign Language Teaching through Innovative Recruiting and Training.
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Large Scale Oracy Assessment in the Netherlands.
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Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.
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Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.
ED 292 319
Linguistics as an Experimental Discipline. Linguistics in the Undergraduate Curriculum, Appendix 4-G.
ED 292 321
Linguistics, Cognitive Science and Liberal Education. Linguistics in the Undergraduate Curriculum, Appendix 4-H.
ED 292 322
Linguistics, Cognitive Science and the Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-I.
ED 292 323
Linguistics in the Study of Information and Intelligence. Linguistics in the Undergraduate Curriculum, Appendix 4-J.
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Pupils.
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A Retrospective Study of Mt. San Antonio College Learning Assistance Services.
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The Reverse Discrimination Controversy. A Moral and Legal Analysis.
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A Role for Negative Evidence in Second Language Acquisition?
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SAT-M Performance of Women Intending Quantitative Fields of Study.
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Second-Position Clitics in Alsea.
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Self-Modeling and Cognitive Skill Learning.
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Some Thoughts on the Role of Linguistics in a Liberal Arts Education. Linguistics in the Undergraduate Curriculum, Appendix 4-K.
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Sports.
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State Governments and At-Risk Youth: The Critical Link.
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Statewide Case Study on the Status and Coordination between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act.
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A Study on the Language Intervention by Cognitive-Pragmatic Approach (II).
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Stylistics and Poetics. Linguistics in the Undergraduate Curriculum, Appendix 4-L.
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Subject Access to Books in the Social Sciences: A Public Services Viewpoint.
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Teaching Linguistics in an Interdisciplinary Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-M.
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Teaching Linguistics to Non-Linguistics Majors. Linguistics in the Undergraduate Curriculum, Appendix 4-N.
ED 292 328
A Three-Dimensional Model for Individualizing Instruction for Gifted Students.
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Torts.
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Towards a Critical Paradigm for Change: Habermas' "Ideal Speech Situation" as a Meta-Model of Development Communication.
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Unrealized Promises: Ensuring the Educational Rights of Deaf/Hard of Hearing Youth.
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Vocational Education. Information on the National Research Center's Grant Award Process. Report to Congressional Requesters.
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(143) Reports - Research

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Acceptance of General Educational Development (GED) in Hiring Policies of Denver Area Employers. GED Research Brief No. 11.
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Body Image, Self-Monitoring, and Gender.
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Breaking Down Barriers to Teaching Primary Science: Did a Summer Science Institute Help?
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Child Care Centers in Commercial Settings.
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Child Care Centers in Park Settings.
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Coherence or Chaos? Qualitative Dimensions of the Literacy Instruction Provided Low-Achievement Children.
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Collective Bargaining: Adversary or Colleague? Chapter 11.
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A Comparative Analysis of Three Item Selection Procedures.
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Comprehensive Assessment: Leveraged Funding and Organizational Strategy.

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Constraints in Recall: A Case from Balladry.

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Degrees Conferred by Connecticut Colleges and Universities.

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Economic Evaluation in/of Instructional Development. Chapter 10.

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The Economic Impact of SUNY's Community Colleges on the State of New York.

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The Educational Attainment of Select Groups of "At Risk": Children and Youth.

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Educational Technology Center Second Year Report.

ED 292 644
Educational Technology Center Third Year Report.

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Education Divided by AIDS Equals?

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The Education of Rural Students in the United States.

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Education's Greatest Untapped Resource: Second Career Scientists and Engineers.

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Effectiveness of a Language Arts Tutoring Program as Perceived by the Elementary Students.

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The Effect of an Exclusion Item Format on Item Difficulty and Item Discrimination.

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The Effect of Reading Games on the Improvement of Fourth Grade Reading Skills Scores.

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The Effect of the 4MAT System on Achievement and Attitudes in Science.

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Effects of an Intake Interview on Clients' Anxiety and Depression.

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Effects of Bizarre Imagery on the Long-Term Retention of Paired Associates Embedded within Variable Contexts.

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Effects of Counselor Reassignments and Reassignment Procedures on Client Anxiety.

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Effects of Family Structure on Children's Self-Concepts.

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The Effects of Family Structure on Institutionalized Children's Self-Concepts.

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Effects of Home Literacy on Children's Recall. Technical Report No. 420.

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Effects of Intervention Instruction Using Cognitive Modification Techniques on Teacher Perception and Behavior.

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The Effects of Microcomputer-Based Laboratory Exercises on the Acquisition of Line Graph Construction and Interpretation Skills by High School Biology Students.

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The Effects of Racially Homogeneous and Heterogeneous Outward Bound Groups on the Self-Report Survey Scores and Drop Out Rates of Minority Students.

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The Effects of Slide/Sound Computer Based Instruction on Students' Achievement and Retention.

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Encouraging Research and Scholarship in Masters Only Institutions.

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Establishing the Content Validity of Tests Designed To Serve Multiple Purposes: Bridging Secondary-Postsecondary Mathematics.

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Paper.
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Financing Community Colleges, 1988.
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Fund Raising Effectiveness in Higher Education. ASHE Annual Meeting Paper.
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Gender and Perceptions of Grandparenthood.
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Gender Differences in Achievement in Costa Rican Students: Science, Mathematics and Spanish.
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Gender Differences in Job Attitudes and Personological Variables.
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Gender Differences in Mediator Behavior.
ED 292 037
General Academic Assessment. Institutional Research In-Brief #38.
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General and Specific Aspects of the Physical Environment: Relationships with Development in Handicapped Children Ages 1 to 10.
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Half-Day Kindergarten versus Extended-Day Kindergarten and Its Effect on First-Grade Reading Achievement.
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Highlights of the Survey of Employers of 1985 Howard Community College Graduates. Research Report Number 50.
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High School Equivalency and High School Diploma Students at Brandon University: A Comparison of Academic Success. GED Research Brief No. 5.
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High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education.
ED 292 082
High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Committee on the Role of Journalism in Secondaty Education.
ED 292 081
Horizontal Structure: A Neo-Piagetian Analysis of Structural Parallels across Domains.
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How Composing Aloud and Computer Composing Influence Composing Processes.
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How Do We Prepare Teachers? Using Research Problem Solving and Technology To Improve Teacher Education.
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Humor, Aggression, and Aging.
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Illiteracy among Adult Immigrants in Canada.
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The Impact of Friendly and Hostile Audiences on the Argumentative Writing of a Group of High School Seniors and College Students: A Perry Scheme Perspective.
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The Impact of Informal Social Support on Well-Being: Comparison across Stages of Adulthood.
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The Impact of Interest on Qualitative and Structural Indicators of Knowledge.
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The Impact of Job-Related Instruction on Language Use: The Case of a Long-Term Resident Second Language Learner.
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The Impact of Pubertal and Social Events upon Girls' Problem Behavior.
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The Implicit Leadership Theories of College and University Presidents. ASHE Annual Meeting Paper.
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Individual Preferences and Organizational Goals: Consistency and Diversity in the Futures Desired by Campus Leaders. ASHE Annual Meeting Paper.
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The Influence of an Instructional Design upon the Learning of Distance Education Students in Venezuela. ZIFF Papiere 66.
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Influences of Examination Policies on Chemistry Teaching Practices in Nigerian High Schools: An Ethnographic Study.
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Information-Technology-Support Systems for Education and Training.
ED 291 950
In Search of the Different Voice: Gender Differences in Adult Moral Reasoning.
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Instructional Improvement Centers in Higher Education. Chapter 8.
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Integrating ARCS Motivational Theory into the Component Display Theory of Instructional Design.
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The Interaction of Research, Policy, and Practice: A Case Study of a Research Group Attempting to Implement Wait Time.
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An Interactive Approach to the Study of Infant Temperament, Maternal Caregiving, and Behavioral Outcome.
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Intonation and Turn-Taking in German: Women vs. Men.
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The Intricacies of Instructional Development. Chapter 2.
ED 292 446
Is Higher Education Confronting Faculty Shortages? ASHE Annual Meeting Paper.
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Is There A "Best" Way To Change Attitudes toward Persons with Disabilities? A Review of Research.
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Item Response Theory in Educational Assessment.
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Knowledge Representation in Novice Physics Problem Solvers.
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Large Scale Oracy Assessment in the Netherlands.
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Lifelong Learning Research Conference Proceedings (9th, College Park, Maryland, February 25-26, 1988).
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The Life Review as a Counseling Modality for Use by Nurses.
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Literacy in Canada. A Research Report.
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Local Televised Debates: Style versus Content.
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Major U.S. Foundations' and Corporations' Responsiveness to Puerto Rican Needs and Concerns.
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The Management of Chemical Waste in a University Setting.
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Marketing Booze to Blacks. A Report from the Center for Science in the Public Interest.
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The Master's Degree in Higher Education. ASHE Annual Meeting Paper.
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Maternal Employment and Adolescent Adjustment and Perceptions of Child Rearing.
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Mathematics Curricula and Age Cohort Participation: A Six Nation Comparison.
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The Mathematics Curriculum and the Use of Mathematical Knowledge and Skills in Canada in an Era of High Technology.
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Meaning in Method: The Rhetoric of Quantitative and Qualitative Research.
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The Meaning of "Good Presidential Leadership": A Frame Analysis. ASHE Annual Meeting Paper.
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A Measure of Child and Adolescent Self-Concept and Psychological Adjustment.
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(150) Speeches/Meeting Papers

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Articulation for Elementary School Foreign Language Programs: Challenges and Opportunities.
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The Bosstown Sound.
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Classics for the Gifted: Evaluation.
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Classics for the Gifted: Some Practical Strategies.
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Comparing Researchers', Teachers', and Students' Perspectives on a Line of Research Attempting to Implement Wait Time in Classrooms.
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A Competency Based Teacher Training Programme for the Instruction of Gifted and Talented Children.
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The Democratic Keynote Address.
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Diagnostic Reports As Basis for Decisions on Teaching.
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The Differences between Teachers and Teacher Educators When Judging the NTE Professional Knowledge Test To Determine a Cut-Score.
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Education Divided by AIDS Equals?
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The Education of the Gifted Pre-School Child in the Nuclear Family.
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Effectiveness of a Language Arts Tutoring Program as Perceived by the Elementary Students.
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The Effectiveness of Stress Management and Test-Taking Workshops in Reducing Test Anxiety of Community College Students.
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Effects of an Intake Interview on Clients' Anxiety and Depression.
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Effects of Intervention Instruction Using Cognitive Modification Techniques on Teacher Perception and Behavior.
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The Effects of Microcomputer-Based Laboratory Exercises on the Acquisition of Line Graph Construction and Interpretation Skills by High School Biology Students.
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An Exploration of Nontraditional Postsecondary Enrollment Patterns. ASHE Annual Meeting Paper.
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External versus Internal Control of Beverage Consumption in Males at Risk for Alcoholism.
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Faces and Future of the Nonmetro Workforce.
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Factor Analysis of the Omega Scale: A Scale De-

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Faculty Perceptions of Their Career-Helping Relationships. ASHE Annual Meeting Paper.

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The Fallacies of Doublespeak.

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Foreign Language Articulation in High Schools and Colleges.

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Freshman English and the Academy: Preparing Students for Writing in the Disciplines.

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Gender and Perceptions of Grandparenthood.

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Gender and the Meaning of Difference: Alpha and Beta Bias.

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Gender Differences in Job Attitudes and Personological Variables.

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Gender Differences in Mediator Behavior.

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Gifted Education: A General Perspective. What Every Teacher Should Know about Gifted Education.

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The Gifted: Fiction and Reality of Their Teaching in Tertiary Education.

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Goals for Reflecting Cultural Diversity in Teacher Education.

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Guidance for the Gifted.

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Hispanic-American Songs and Poems for the Classroom.

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Houston-Area Community Colleges Reap Rewards of Cooperative Television Campaign. Presentation to the National Council of Community Relations National Conference.

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The Humanities and the Primrose P.C.

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Humor, Aggression, and Aging.

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Identifying and Nurturing Giftedness in the Creative Learning Environment of Ellerton Primary School.

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Informatics–Preparation for the Realities of the Future.

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Information Technology in Education: The Neglected Agenda.

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Information Transfer in the Teaching of Academic Writing.

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Initiating Realistic Programmes for Gifted Pupils in Secondary Schools in the Cape Province within the Boundaries of the Present Educational System, with Special Reference to the Problems Surrounding this Transitional Period.

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In Search of the Different Voice: Gender Differences in Adult Moral Reasoning.

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Integrating ARCS Motivational Theory into the Component Display Theory of Instructional Design.

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The Portrayal of Reader-Writer Conferencing.
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The Relationship between Abstract Concept Achievement and Prior Knowledge, Formal Reasoning Ability, and Sex among Some Egyptian Secondary School Students.
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Relationship between Achievement in Reading and Self-Concept Relation to Reading.
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Research into Writing and Computers: Viewing the Gestalt.
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Research Trends in Staff Development and Inservice Education.
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Responses to Indirect Requests in an Organizational Setting.
ED 292 151
A Response to Factory Closings: A Career Development Approach.
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The Responsible Media Communicator: Guidelines for Consulting in the Information Age.
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A Review of Marketing's Efforts To Delineate and Empirically Verify Consumers' Pre and Post Decision-Making Processes.
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School Size, Grade Level Organization, and School Management Trends.
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Second-Position Clitics in Alsea.
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Self-Perceptions in the Transition to Seventh

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A Study of Teachers' Planning.
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ED 292 559

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AA001175	ED291863
CE047927	ED291864
CE048905	ED291865
CE048906	ED291866
CE049047	ED291867
CE049179	ED291868
CE049344	ED291869
CE049380	ED291870
CE049444	ED291871
CE049445	ED291872
CE049446	ED291873
CE049447	ED291874
CE049448	ED291875
CE049459	ED291876
CE049481	ED291877
CE049506	ED291878
CE049592	ED291879
CE049593	ED291880
CE049600	ED291881
CE049665	ED291882
CE049675	ED291883
CE049676	ED291884
CE049690	ED291885
CE049691	ED291886
CE049692	ED291887
CE049693	ED291888
CE049694	ED291889
CE049695	ED291890
CE049696	ED291891
CE049697	ED291892
CE049698	ED291893
CE049699	ED291894
CE049700	ED291895
CE049701	ED291896
CE049702	ED291897
CE049703	ED291898
CE049707	ED291899
CE049718	ED291900
CE049721	ED291901
CE049724	ED291902
CE049727	ED291903
CE049729	ED291904
CE049730	ED291905
CE049741	ED291906
CE049742	ED291907
CE049743	ED291908
CE049748	ED291909
CE049749	ED291910
CE049750	ED291911
CE049751	ED291912
CE049753	ED291913
CE049755	ED291914
CE049756	ED291915
CE049757	ED291916
CE049758	ED291917
CE049759	ED291918
CE049761	ED291919
CE049763	ED291920
CE049764	ED291921
CE049765	ED291922
CE049767	ED291923
CE049768	ED291924
CE049773	ED291925
CE049775	ED291926
CE049778	ED291927
CE049780	ED291928
CE049781	ED291929
CE049782	ED291930
CE049783	ED291931
CE049784	ED291932
CE049785	ED291933
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CE049787	ED291935
CE049788	ED291936
CE049789	ED291937
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CE049791	ED291939
CE049792	ED291940
CE049793	ED291941
CE049794	ED291942
CE049800	ED291943
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CE049816	ED291945
CE049826	ED291946
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CE049863	ED291967
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CG020655	ED292048
CG020656	ED292049
CG020657	ED292050
CS009054	ED292051
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CS009056	ED292053
CS009057	ED292054
CS009058	ED292055
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CS009060	ED292057
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CS009080	ED292076
CS009082	ED292077
CS009084	ED292078
CS009085	ED292079
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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the 11th (1987) edition of the *Thesaurus of ERIC Descriptors.*

ABSTRACTS *Jul. 1966*
SN (Scope Note Added) (note: do not confuse with "Bibliographic Records")

ACQUIRED IMMUNE DEFICIENCY SYNDROME *Aug. 1987*
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions
UF AIDS (Disease)
HTLV 3
Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

ADULT CHILDREN *Dec. 1987*
SN Grown-up sons and daughters (approximately 18+ years of age)
UF Adult Offspring
Grown Children

BIBLIOGRAPHIC DATABASES *Dec. 1987*
SN Organized collections of machine-readable records that describe books, journal articles, reports, or other primary sources of information

Bibliographic Instruction
USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS *Dec. 1987*
SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

CAREGIVERS *Dec. 1987*
SN Individuals who provide personal care to others—includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CITATIONS (REFERENCES) *Mar. 1980*
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

COMPUTER GAMES *Dec. 1987*
SN Games played on computers, as either educational tools or recreational pastimes

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS *Dec. 1987*
SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions
UF Computer Auxiliary Equipment

COMPUTER PRINTERS *Jan. 1988*
SN Computer output devices that produce readable, hard-copy data on paper, film, etc.

COMPUTER SYSTEM DESIGN *Jan. 1988*
SN The process of selecting, setting up, and modifying a system of computer hardware and software—also, the layout and specifications of a computer system
UF Computer System Development

COMPUTER TERMINALS *Jan. 1988*
SN Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus)

COURSE INTEGRATED LIBRARY INSTRUCTION *Jan. 1988*
SN Library instruction given as part of a course in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

DATABASE DESIGN *Jan. 1988*
SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this process

DISK DRIVES *Jan. 1988*
SN Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

FLOPPY DISKS *Dec. 1987*
SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers
UF Diskettes
Flexible Disks

FULL TEXT DATABASES *Jan. 1988*
SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION *Jul. 1966*
SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

Hiring (Personnel)
USE PERSONNEL SELECTION

MAGNETIC DISKS *Dec. 1987*
SN Compter storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future use

MAGNETIC TAPES *Jan. 1969*
SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MODEMS *Jan. 1988*
SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end
UF Modulator Demodulators

NUMERIC DATABASES *Jan. 1988*
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

OFFICE AUTOMATION *Jan. 1988*
SN Application of computer and communications technologies to office functions and tasks

Peer Tutoring
USE PEER TEACHING and TUTORING

Retention (in Grade)
USE GRADE REPETITION

Sociodramatic Play
USE DRAMATIC PLAY

SPEECH SYNTHESIZERS *Jan. 1988*
SN Devices that simulate the human voice
UF Text to Speech Synthesizers
Voice Synthesizers

Symbolic Play
USE PRETEND PLAY

TACTILE STIMULI *Jan. 1988*
UF Tactual Stimuli

Text Editing
USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE and WORD PROCESSING

VIDEO DISPLAY TERMINALS *Jan. 1988*
UF Cathode Ray Tube Terminals
Visual Display Units

WRITING ACROSS THE CURRICULUM *Dec. 1987*
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

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